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An attempt was made to determine whether there exists any relationship between oral response in learning to read and achievement in recognition and understanding of written words and sentences. The technique of programed instruction was chosen for an experiment with 182 kindergarten children. Three aspects were investigated: an experimental phase, a followup of the learners' progress, and an application of the autoinstructional program in the kindergarten. Oral response by beginning readers facilitated the recognition and comprehension of printed words and sentences. The oral response was of significant value even though the post-test called for silent reading. It was concluded that the act of vocalization during instruction was an aid to the beginning reader. Followup study results suggested that inferiority of boys in learning to read may be attributable to social influences in the classroom. The principal finding was documentation of the great range in individual reading progress.

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ORAL AND NON-ORAL METHODS OF TEACHING READING BY AN AUTO-INSTRUCTIONAL DEVICE

by

JOHN D. MCNEIL

and

EVAN R. KEISLAR

This project was performed pursuant to Contract Number OE-2-10-055, Project 1413, with the Cooperative Research Program of the U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C.

University of California, Los Angeles, June 1963

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PREFACE

The investigations reported in this monograph deal chiefly with the single problem of the effect of the oral response in beginning reading. The technique used in the conduct of the project, programed learning, warrants attention in its own right. For this reason, three aspects of the study are treated in the report: (a) the effect of the oral response in beginning reading, (b) the effect of programed instruction in beginning reading upon male learners and (c) evidence of the effectiveness of programed instruction within the kindergarten.

This work has been made possible by the generous cooperation of many individuals. Appreciation is extended to the schools of Los Angeles and Santa Monica, California. Among those of the Los Angeles School System who provided direct support to the project were: Assistant Superintendent Thomas E. Reece; Principals Mrs. Marjorie M. Rohrbough and George Francis Grimes; Coordinators Mrs. Genie Swinney, Mrs. Evelyn Lindstrom; and Assisting Teachers Miss Ellen Hellings, Miss Olive Ringheim, and Miss Rita Volkman.

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outstanding. Mr. Larry Mace is credited for his contribution in the preparation of the materials used in the application phase of the study. Finally, we would like to thank Mrs. Mary Ellen McNeil for her assistance in secretarial and supervisory tasks of the study.

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CHAPTER ONE

PROBLEM AND RELATED RESEARCH

Great interest has been shown in methods to use in teaching children to read. Although scores of studies have been made, there is no conclusive evidence of the relative merits of different methods. "Most of the studies reported have not been sufficiently well controlled to justify the conclusion that differences in the results secured were due solely to the differences in the methods used." (Gray 1956) It is likely that we would enter an era of great promise with respect to the basis for organization and presentation of content in reading if instruments were available which permitted systematic analysis of the instructional and learning processes.

As a case in point, the present study sought to conduct more objective inquiry into reading through the use of programed instruction which permitted standardization of treatment and replication in an easily reproducible form. This study explored the importance for beginners to say words out loud in learning to recognize and understand written words and sentences. The specific hypothesis was that kindergarten children taught by programed materials which required the saying of words and sentences out loud would achieve greater skills in reading than children taught by the same materials with no instruction to speak out loud. The psychological and educational literature has not given consistent answers to the value of oral responding in learning to read. Recognition and recall of objects have been found to be greater if the names of the objects are vocalized by the learner (Kurtz and Hovland 1953). Jeffrey (1961) reported research which suggested that self-stimulation, the responding to one's own responses, helps in the overcoming of difficulty in learning to apply distinctive names. It is a stimulus in that the individual can hear and feel himself talk. "The feel of saying the word is part and parcel of the same pattern of speech stimulation." (Horn and Curtis 1948)

On the other hand, the observation that many poor readers verbalize has led some to the opinion that an oral response in learning to read is detrimental to reading achievement. Acting on this assumption, educators like McDade (1937) and Buswell (1945) sought favorable results from a method of beginning reading which required no oral responding and in which children were told not even to say the words to themselves. Learners were only to match words with objects, pictures, and actions.

The oral response as a phenomenon for fundamental research is closely associated with areas of investigation subsumed under the topics of articulation, inner or silent speech, and vocalization. Underlying each of these topics are questions as to whether movement of speech muscles must accompany mental activities and how speech relates to the process of reading. Approaches to these questions have been through introspection and experimentation.

Early Viewpoints from Introspection

In 1868, Alexander Bain believed that a resuscitated sound must occupy the same organs as the original sound. "When we recall the impression of a word or sentence, if we do not speak it out loud, we feel the twitter of the organs just about to come to that point...a suppressed articulation is in fact the material of our recollection, the intellectual manifestation, the idea of speech...thinking is restrained speaking or acting." (Bain 1868) Stricker (1880) reported that he could not call up images of any sort without making incipient speech movements corresponding to their verbal symbols. But, his contemporary, Paulhan (1886), in opposition, said that he could think letters or words without accompanying speech-motor phenomena.

Attempts to Measure Speech Movements in Thinking and Reading

At the beginning of the twentieth century, a number of investigators conducted experiments where movements of the tongue and language were recorded simultaneously with thinking and reading. Placing a recording tambour on the larynx, Curtis (1900) found that for fifteen of twenty experimental subjects more movement was registered for silent reading than for other kinds of mental activity. Similar results were obtained by Courten (1902) who recorded movements of the tongue during silent reading and mental recitation. Wyczokowska's (1913) experiments in having subjects try to solve mental problems and repeatedly thinking of a phrase while their tongue movements were recorded via a flattened glass cup led her to the conclusion that every act of thought was accompanied by movements of the tongue. Kymographic registrations of tongue movements by Reed (1916) under conditions of breathing, silent reading, writing, whispering, and oral reading suggested that inner speech was an individual peculiarity of certain persons, that many did not use it at all. Subsequently, in a distraction experiment, Reed attempted to find out if those who indicated they used inner speech found it important in reading comprehension, in writing, and in the rate of reading and writing. While reading and writing reviews of newspaper clippings, his subjects repeated aloud the distracting sentence, "Jack and Jill ran down the hill." Because some subjects improved during distraction and others did not, Reed reached the general conclusion that inner speech had no important function in the tasks of reading and writing.

Other investigators of the period conducted experiments to determine movements in the speech musculature in reading and other mental tasks. Among these were Thorson (1925), Scheck (1925), and Clark (1922). No consistent results were obtained from these experiments but the studies did spark interest in such questions as does vocalization occur in the silent reading of all readers? Is vocalization unnecessary in reading? Can vocalization be decreased by training?

Recently, Edfelt (1960) employed the use of the electromyograph in the electrical measurement of speech movement during silent reading. The hypotheses supported by Edfelt's experiment were: (1) that good readers engage in less silent reading (movement of the speech muscles) than do poor ones and (2) that reading of an easy or clear text results in less silent speech than does the reading of a difficult or blurred one. On the basis of his experimental results, Edfelt claimed that silent speech occurs in the reading of all persons. Further, he maintained that this movement of the speech muscles cannot be a habit which is detrimental to the reading performance, but rather it is a symptom of a reader's not being able to grasp the content of a text without difficulties, i.e., difficulties arising from poor reading ability or difficult text content and readability. Although Edfelt was unable to say whether movement of the speech muscles actually constitutes an aid toward better reading comprehension, he found it appropriate to inquire why silent speech increases when a reader has difficulty in grasping the content of a text: "Is the silent speech a real aid, or is it a phenomenon of regression of the kind to be found in other areas of human behavior?"

Oral and Silent Reading

Oral reading as an instructional objective has long figured in reading. Prior to 1900, promotion of the child's ability to read aloud was an important objective in American schools, a fine art which conformed to certain aethetic standards. Even today, its usefulness in providing enjoyment in a social group, making reports, and sharing content to which all do not have access is often mentioned. However, by the second decade of the present century, silent reading received much more emphasis in schools. Two factors contributing to the decline in popularity of oral reading were (a) the belief that silent reading had much more social utility and (b) eye movement investigations which cast doubt upon the efficiency (speed) of oral reading. It should be noted that the present investigation is little concerned with the issue of whether oral or silent reading is the more important instructional outcome, but rather with the importance of the oral response as an instructional means to effective reading, whether it be silent or oral.

It is recalled that the oral response can be regarded as a stimulus as well as a response; a stimulus in that the individual hears himself talk thereby establishing ties between the printed word and responses already conditioned by the sound of the words. As such, the use of the oral response as an aid to both silent and oral reading is dependent upon the extent to which it furthers word recognition and getting the meaning from the printed symbols.

Early studies made in Germany and France showed that many persons read much more rapidly silently than aloud. By 1900, there was general interest in whether the process of reading was different for oral and silent reading and in relative efficiency of the methods. Huey (1922), for example, measured the oral and silent reading rates of English by university students and found that their average rate "when reading silently was 5.63 words per second at their ordinary speed and 8.21 at their maximal" and when reading aloud, was "3.55 words per second at their ordinary speed and 4.58 at their maximal." Pinter and Gilliland (1916) gave tests of both silent and oral readings to pupils in grades 2 through 12 and to college students. These tests called for the reproduction of several distinct ideas contained in the paragraphs of the tests. Results showed little difference in the number of ideas reproduced after reading orally and silently. Gray (1956) pointed out that many poor readers tend to comprehend slightly better when reading orally, whereas most good readers tend to comprehend much better when reading silently.

Studies such as those of Anderson and Swanson (1937) have indicated that oral and silent reading are two forms of the same ability inasmuch as high correlations for the ordinary eye movement variables during silent and oral reading have been obtained. It has been shown that effective silent readers are also good oral readers, while poor silent readers also achieve poor results in oral reading (Fairbanks 1937). Anderson and Dearborn (1952) have hypothesized that oral and silent reading may be the overt and implicit expressions, respectively, of the same fundamental process. However, Durrell (1956) believes that, while silent and oral reading have many skills in common, success in one does not mean success in the other. "A child who is painstaking and accurate in oral-reading vocabulary may ignore difficult words in silent reading. Children who find oral reading interesting and understandable often show inattention and insecurity when asked to read silently."

At this point, it should be noted that on the basis of studies mentioned above two conflicting hypotheses are often formulated. One hypothesis is that silent reading and oral reading work against each other, that oral reading gives rise to sub-vocalization, eye movements and other forms of silent speech which have a detrimental effect on silent reading. In oral reading, there are more fixations, more regressions and longer pauses. Oral reading encourages the child to place emphasis on the need for auditory imagery which leads to slow reading. The observation of lip movements or other silent speech during silent reading has led to the conclusion that as pronunciation limits the speed of oral reading, so movements of speech muscles must be responsible for a slow rate of silent reading.

In order to discover how vocalization or inner speech influenced reading ability, Bird and Beers (1933) used purposely induced and purposely inhibited inner speech as an independent variable. These investigators had subjects read parallel forms of a reading test under "maximum inner speech", subjects pronouncing every word with lip and tongue movements; and under "minimum inner speech", subjects attempting to read without any inner speech. Results led to the authors concluding that a decrease in the rate of reading was associated with an increase in inner speech.

Edfelt's (1960) criticism of Bird and Beers' work is relevant:

> Their conclusions are invalid due to the fact that they generalized regarding spontaneous forms of silent speech on the basis of results obtained in connection with

> experimentally induced forms of the phenomenon. There may be possibilities for training maximal silent speech, so that it becomes almost automatic and thus comparable to spontaneous silent speech. On the other hand, so far as the present writer knows, there have thus far been no experiments conducted in which silent speech has, in any satisfactory way been minimized. Since we cannot know what the reading scores would be if silent speech were really eliminated, it is difficult to say anything about the real effects of the phenomenon.

Secor (1900) tried to show the possibility of purely visual reading. His subjects recited the alphabet aloud, whistled or sang, while reading. Simultaneously, Secor himself played the xylophone to eliminate auditory elements of inner speech. The subjects of Secor's experiment reported that these methods prevented their silent speech.

Teachers have tried to hinder lip and tongue movements by means other than distractions which interfered with reading comprehension. For example, pupils have been given a pencil, chewing gum, ruler, or an erasor to bite on while reading. Attempts to extinguish an overt oral response in the process of reading rest on the assumptions (a) that if a child does not vocalize while learning to read, he will not develop the habit of inner speech or subvocalization and (b) that inner speech is detrimental to reading achievement. Without questioning the validity of the second assumption, Judd (1927) concluded from a series of experiments that in learning generally there is an adjustment in which simple forms of behavior gradually form into more economic patterns. The absence of vocalization then would not be due to direct efforts at extinguishing movement of the speech muscles but could be an effect associated with mastery of the reading material. As reading ability improves, vocalization is lessened; not as vocalization is eliminated, reading ability improves.

Studies in Reading Based on the Non-Oral Hypothesis

Those who assume that oral and silent reading are distinct processes are likely to believe that efficient reading requires immediacy of seizing by eye the meaning of the print and that the intrusion of oral words into writing directs attention and energy into speech habit channels, impeding the swift and direct evocation of meaning by visual stimuli in the perceptual aspects of reading. As Buswell (1947) says: "Improvement in the perceptual aspects of reading is still the best chance to contribute to efficiency in reading. This cannot be realized without freedom from the restrictions of subvocalization."

Hypothesizing that a non-oral reading method, which required that children in the first grade should not speak aloud or even speak inwardly when viewing visual symbols in reading, would result in comprehension and speed at least equal to existing standards obtained by oral methods, McDade (1937) conducted an experiment in the teaching of beginning reading. No oral reading whatever was permitted. Parents were asked not to have the children do any oral reading at home. No word was ever pronounced by the teacher while the printed word was before the children, nor was the child ever told orally a word which gave him difficulty. Labeling common objects with the aid of word and picture dictionaries was the beginning, but simple phrases and sentences were soon in use. The method called for children using print for actual communication. The print always carried real meanings to be acted on, but not to be spoken. Reading comprehension vocabulary depended largely on self-instructional seat work. Oral exercises were given but in separate periods when no reading was done. All the objects, projects, and words to be met later were used in these periods. But the spoken word and the printed word were never brought together. Tests at the end of the year indicated that pupils taught by the non-oral method compared more than favorably with classes taught by other methods, i.e., an oral method which emphasized phonics and an oral method in which phonics were not emphasized. The mean reading score of non-oral groups exceeded the mean mental age expectancy and surpassed the course of study requirement (grade 1.9) by 0.75 grades. Further experiments by McDade gave additional support to the hypothesis.

As with so many other experiments to test different methods, one does not know to what extent classes taught according to McDade's method were influenced by the experiment itself or the special materials produced for use with the method.

Buswell (1947) also conducted experiments in accordance with the non-oral hypothesis. He matched two groups of pupils (465 pairs) by geographical locations and socio-economic backgrounds. One group was given non-oral instruction during the first two years in school, while the other received conventional instruction. The results, however, were not obtained until the pupils reached the sixth grade. Grade six was used as the basis for evaluation in order to determine the long-range effects of the method of instruction. Difference between the two distributions of means reported on results of performance measured by two silent reading tests was slight, but in favor of the non-oral group. The difference between the average scores for the two groups was 2 test points although the individual variation within each group was 75 points on the tests. In approximately half of the thirty-two participating schools, records were made of those who moved their lips or vocalized while they were taking the two silent reading tests. From among 237 children observed in the non-oral group, 17 per cent manifested lip movements; from 351 subjects in the oral group, 21 per cent were identified as vocalizers.

Studies Favoring an Oral Hypothesis

Most interpretations of the process whereby an oral response facilitates learning center around the premise that the verbal responses provide response-produced stimuli which are capable of eliciting other responses with which the verbalizations have been associated. A study by Edwards (1955) suggests that an oral reading approach can further the acquisition of word recognition skills. Studying 126 college freshmen and sophomores who learned pronounceable nonsense dissyllables, he found that words were learned more readily if they were seen, heard, and spoken. If the words were only seen, many more contacts with the words were required. Although additional studies testing the positive effects of the oral response in reading are lacking, the effect of verbalization in the general learning process has received attention. It appears that verbalization of names, labels, during pretraining or training leads to more accurate discrimination among stimuli and that transpositional learning is facilitated by verbalization (Cantor 1955, Dietze 1955, Jeffrey 1953, Pyles 1932).

The effect of an audience-participation technique in film-strip presentation was shown in an experiment in which the phonetic alphabet and pronunciation of numerals were taught to servicemen (Hovland, et al, 1949). Performance of those who recited aloud the names of the alphabet and who recalled these names during four review periods was compared with the performance of those men who did not recite and who were not asked to recall the names during review periods. The results showed a marked superiority in performance of men who had seen the film strip with the active participation technique; oral responding procedure increased the amount of learning from 66 per cent of the names to 84 per cent. Also gain from audience participation was much greater with the more difficult half of the phonetic alphabet, and the less intelligent members profited most from such participation.

In an effort to account for the mechanism involved in the association of greater retention with overt verbalization, two hypotheses have been advanced (Rosenbaum 1962). One hypothesis suggests that vocalizing directs subjects to attend to more distinctive properties of the stimulus objects. An alternative hypothesis is that "the distinct response of naming an object (word) is required for mediation of the obtained effect." This hypothesis is close to the belief underlying the present study. An oral response can serve as an aid to recognition and comprehension of the printed word because the spoken phonemes already are familiar responses to the word. The sound of the word may be regarded as an old stimulus and the sight of the word as the new stimulus. Learning by association is most effective when the new stimulus occurs simultaneously with the response to the old stimulus. After repeated practice of saying the printed words and sentences out loud, the response to the sound will become associated with the sight of the words at which time the oral stimulus will be less necessary, giving way to implicit speech movements.

CHAPTER TWO

GENERAL DESIGN AND PROCEDURES OF THE EXPERIMENT

Introduction

How important is it for beginners to say words out loud in learning to recognize and understand written words and sentences? In order to collect evidence regarding this perennial and fundamental question, procedures of programed instruction were used because they offer a high degree of reproducibility and control. The general plan for the experiment called for presenting an auto-instructional program, consisting of seventeen daily lessons, to a number of kindergarten children in small groups, half of whom were required to make oral responses and half of whom did not. At the end of the last lesson the extent of learning was measured by a post-test. The presentation of the program to the small groups constituted replications of the experiment, providing evidence of reliability of the treatment and its effects.

In addition to the experimental phase of the study, two other aspects of the inquiry were conducted: (1) a follow-up study of progress in reading by the subjects in the first grade under the direction of seven teachers and (2) a demonstration of the applicability of the self-instructional program in word recognition to the kindergarten program. Reports upon these additional phases will be presented in separate chapters.

Subjects

The children used in the experiment had an average chronological age of five years and were the total kindergarten populations at three selected public elementary schools. One school represented an upper-middle class native-born white community; one school was located in a lower middle class community, predominately of Japanese and Mexican backgrounds; and a third was located in a middle-class community typical of those in most Southern California cities.

Before commencing the experiment, each child was given an intelligence test as well as a reading readiness test which measured his knowledge of letters, words to be taught in the program, and ability to recognize likeness in letter configurations. Children from the same classroom were paired on the basis of scores obtained from these tests and also upon their record of absenteeism. One member of each pair, randomly selected, was assigned to an oral group, the other member to a non-oral group. From these pairs, thirteen oral and thirteen non-oral groups consisting of ten or fewer members were constructed.

There were 231 children in the original sample. The subjects who were dropped from the study were: forty-three children absent more than three consecutive days, four children unable to speak English and two children identified by their teachers as hyperactive (emotionally disturbed). The remaining 182 children, therefore, made up the subjects for the experiment. These children had an average intelligent quotient of 107 with a range from 72-138 as measured by the Kuhlmann-Anderson test of intelligence.

Programed Materials

The instructional program consisted of seventeen daily lessons which took slightly over three weeks to administer. Each lesson was made up of approximately 45 questions or frames. Two sets of the programed materials, identical in all respects but one, were prepared. The non-oral set carried a taped commentary which directed the learner to "look at the word(s)"; the other set directed the learner to "say the word(s)". In order to assure that children in both groups were attending to the reading materials, all subjects were required to respond to problems throughout the program; for each problem, children were to select one of three choices offered by pressing an appropriate button. The oral group, therefore, made both oral and button-pressing responses; the non-oral group made only the button-pressing response.

Forty words were taught during the program both as independent words and as sentences. These words represented terms commonly found in the oral vocabulary of young children and included both function words (i.e., and, with) and those with a direct referent (i.e., mother, girl). The printed words taught in this study were among those used in everyday speech by children. The study was not concerned with extending the child's vocabulary.

Examples of the 700 frames in the program are shown below:

Purpose	Frame	Commentary
1. To introduce a new word.	children children woman dog	"Children. There are children in your room at school. The word at the top says children. (Say the word.) (Look at the word.) Which word below also says children?"
2. To facilitate reading from left to right and to emphasize relations of a printed word to a pattern of language structure.	children run ____ fast girl boy	"(Say) (Look at) the words at the top. Which word below sounds right with the top words?"

3.	To maintain motivation as well as to test for comprehension.	the boy and girl can run picture A	picture B	picture C	"(Say) (Look at) the words at the top and find the picture that goes with the words."
4.	To help the learner identify sentences which are appropriate answers to the questions he hears.	Billy can eat	Billy runs fast	we go	"What does Billy do when he is in a hurry?"
5.	To help learners rely on more than one cue in identifying words (e.g., length instead of initial letter or configuration alone).	children	cold	chair	"Which word says children?"

6. To give practice in recognizing and comprehending function words.	children ___ run we fast can	"Find the missing word."

The program aimed to develop four generalizable skills. Beginning with the first lesson, efforts were made to teach children (1) to respond appropriately to new combinations of printed words, arriving at a complete thought or meaning, (2) to identify the particular word in a sentence which provides an answer to a posed question, (3) to respond to a variety of cues in discriminating among words, and (4) to read from left to right.

To accomplish these four objectives, the following principles of program preparation were adopted:

a. In order to get the learner to read from left to right, new words were introduced on the right of previously learned words. (e.g., Frame 2 above)

b. Pictures were rarely used in the program. The responses to printed words were prompted orally by the taped commentary. Occasionally, for motivational purposes, children would be asked to look at or say the words at the top and then find the picture from among three that "went with the word." (e.g., Frame 3)

c. The sequence of frames was built around reiteration of the words and the generalizable skills of word and sentence recognition. There was no narrative or thematic structure. Words and sentences were reviewed at unexpected times.

The overall difficulty level of the program (percentage of errors on first trial) was 33 per cent for the oral group and 38 per cent for the non-oral group. Performance by individuals reflected a range in difficulty from 70 per cent errors to 2 per cent. The average difficulty of the daily lessons ranged from 23 per cent to 43 per cent errors (oral group) and 23 per cent to 51 per cent (non-oral group).

The Apparatus

The apparatus provided for instruction of ten or fewer children at a time. Each child sat in an individual laboratory-type cubicle equipped with head phones through which he heard the taped commentary (see Figure 1). The cubicle also contained a microphone as well as response and confirmation panels. The response panel consisted of three buttons by which the child indicated his selection in answering the multiple-choice problems in reading. Confirmation of the correct answer was by lights; a green light was shown when the learner made the correct response, and a red one when he was in error.

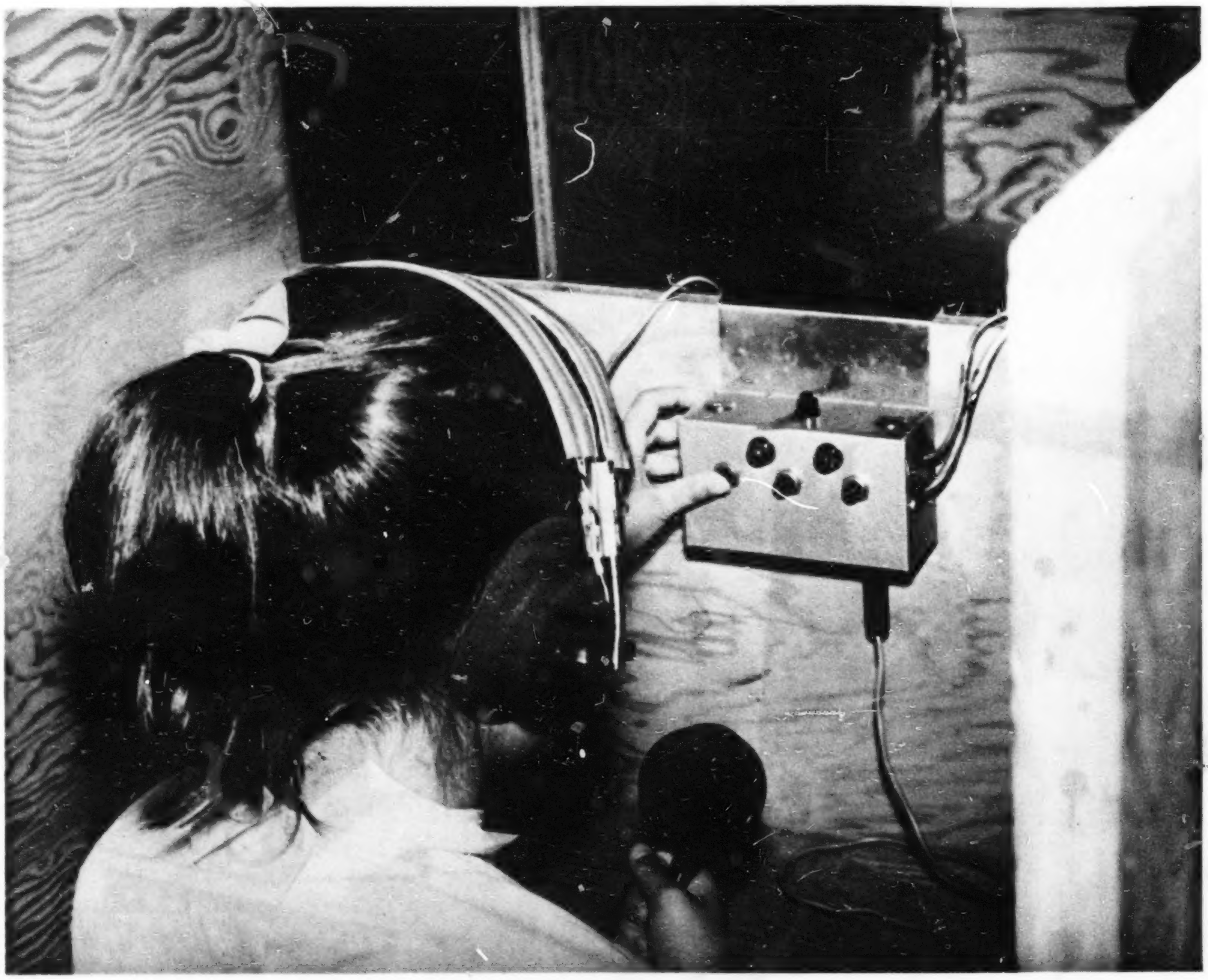

Figure 1(a) Child demonstrating in an individual cubicle with headset, microphone, response and confirmation panel.

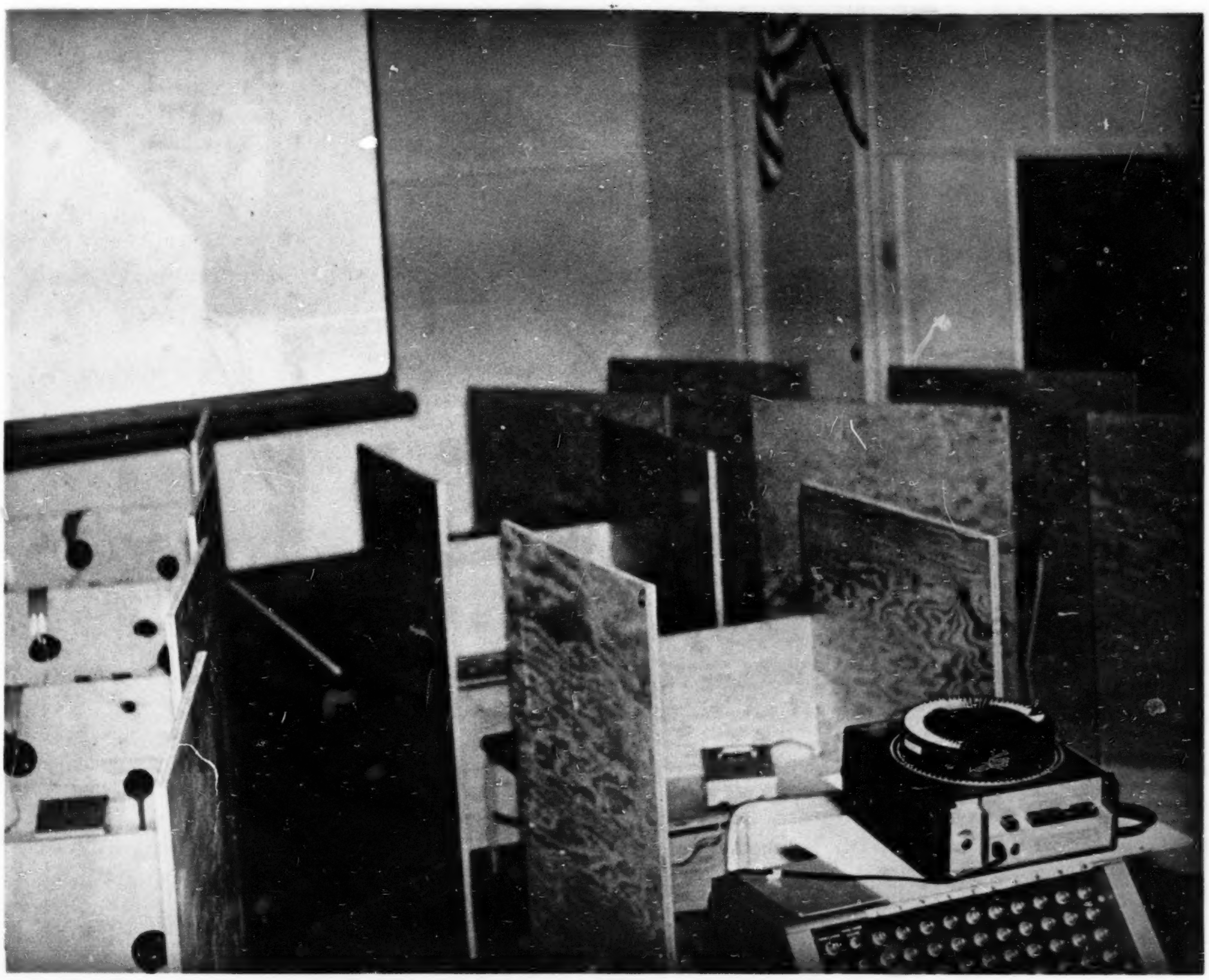

Figure 1(b) Cubicles arranged for ten children to view simultaneously the screen upon which the filmstrip was projected.

A single 6' x 8' screen at the front of the room was visible from each cubicle. On this screen, learners saw each daily sequence presented by film strip, while simultaneously hearing the accompanying taped commentary. The program advanced automatically at a paced schedule with 3-seconds allowed for responding to each frame. As each individual in the oral group made vocal responses into his microphone, he heard his own voice. Frequent monitoring of the individual oral responses through the microphone circuit gave evidence that subjects were responding orally as directed. When the non-oral group used the equipment, the microphones were deactivated. A record of each individual's multiple-choice performance for each frame was obtained by means of a punched paper tape.

The apparatus, therefore, combined advantages of both group teaching (i.e., economy, control of word exposure time and pacing) and tutorial instruction (i.e., personal communication without peer group distraction and provision for individual response and confirmation).

The Testing Procedure

The criterion test provided evidence that the learner had acquired knowledge of the words and reading skills previously mentioned. This post-test consisted of fifty-one multiple-choice items, each with three or four alternatives, similar in format to the frames in the program except that the items appeared in individual booklets, one item per page. Instructions for each item were given orally. No item in the post-test was identical to any frame in the program; the context and the arrangement had not been seen previously by the pupil. Twenty-four items required that the learner recognize a given word. The remaining items required the child to select the individual word or sentence which supplied the answer to an oral question, or an incomplete sentence, or which best described a picture.

Examples of the test items are as follows:

Objective	Instruction	Test Item
He selects an individual word when it appears with those of (a) like and (b) unlike shape.	"Find the word that says dog."	(a) boy, dog, toy (b) children, tree, dog
He selects the word that will complete a sentence never seen before.	"Find the missing word."	a dog can play ——— a ball red, with, no, little

The test was administered in group situations, twelve children at a time, oral and non-oral together.

CHAPTER THREE

RESULTS AND CONCLUSIONS FROM THE EXPERIMENT

The results obtained with the written test will be presented first, followed by analysis of the value of the oral response for those of different levels of ability and in motivating children to want to read.

1. Overall Effect of Oral Response

The mean score for the oral group on the criterion test was 30.3 (SD = 10.0), while the non-oral mean was 23.8 (SD = 7.9). This superiority on the part of the oral responders was significant when based on the average difference between matched pairs ($t = 5.64$, $p < .01$). Since the mean score for 47 uninstructed kindergarten children was only 12.7 (SD = 3.3), both the oral and non-oral forms of the program appear to be effective in teaching.

The superiority of the oral response group is illustrated in Figure 2 where the results are presented for the three groups in terms of percentage of total possible scores. Since there was no correction for guessing, the dotted line indicates a chance score which would have been obtained by blind guessing. Using this line as a base, it may be noted that the effect of the oral response is considerable.

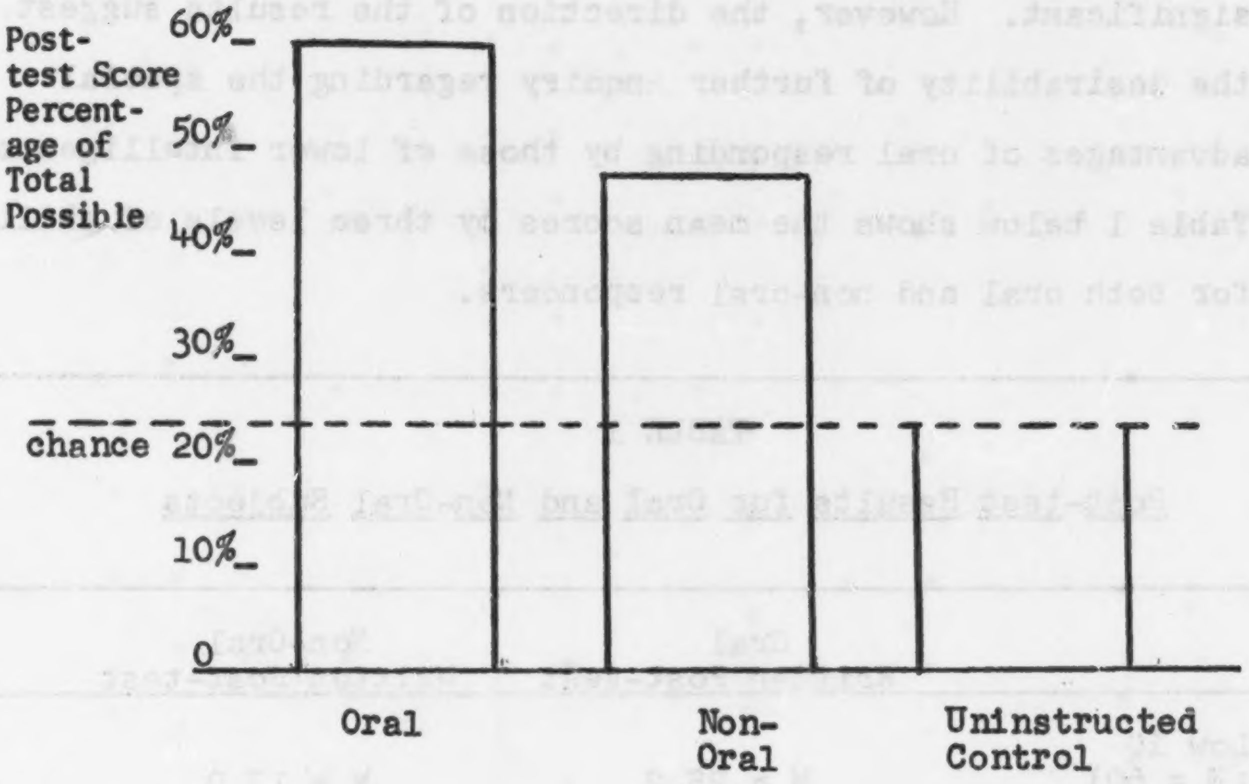

FIGURE 2 Comparative Contribution of Oral and Non-Oral Response Mode in Reading Achievement

Since the experiment was carried out with 13 pairs of groups, we may also view the data non-parametrically. In each of the 13 pairs of groups, the mean of the oral group was higher than the mean of the corresponding non-oral group. On the basis of a sign test, this difference is statistically significant ($p < .01$).

2. Value of Oral Responding at Different Levels of Ability

Although it was speculated that the oral response would be especially important for children of lower intelligence, the interaction effects were not large enough to be statistically significant. However, the direction of the results suggest the desirability of further inquiry regarding the special advantages of oral responding by those of lower intelligence. Table 1 below shows the mean scores by three levels of ability for both oral and non-oral responders.

TABLE 1

Post-test Results for Oral and Non-Oral Subjects

	Oral Written Post-test	Non-Oral Written Post-test
Low IQ (N = 60)	M = 25.2	M = 17.0
Middle IQ (N = 62)	M = 31.8	M = 24.1
High IQ (N = 60)	M = 33.7	M = 30.3
Total N = 182	M = 30.3	M = 23.8

3. Value of Oral Response in Motivating Children to Want to Read

In order to throw light upon the attitudinal effect of the program and the oral response, an interview was held with each child. Children from both oral and non-oral groups were individually asked whether they would prefer to continue with the program when given each of the following as an alternative: (1) listen to records, (2) listen to a story, (3) paint, or (4) play in the sandbox. Over 72 per cent of the children in both groups preferred the reading activity to one or more of these other activities; 10 per cent chose the reading activity in preference to all four of the other alternatives. Parenthetically, we can say that the introduction of the formal reading program was received with as much enthusiasm as currently popular activities in the kindergarten.

Although achievement in learning was not found to be associated with preference for continuing the reading activity, the data suggested that oral responding might have motivational properties for those of lower intellectual ability (IQ below 100). Preferential scores for oral and non-oral groups in middle and high IQ levels averaged 1.5, but preferential scores for the low IQ level were 1.6 and .97 for the oral and non-oral groups respectively.

Conclusion

The results show that oral responding by beginning readers facilitates the recognition and comprehension of printed words and sentences. Children who responded orally during the auto-instructional program were superior on a test which called for the application of a variety of reading skills in contexts different from those taught in the program itself. The oral response was of significant value even though the post-test called for silent reading, not oral responding, and none of the items of the post-test appeared in the training program.

As indicated earlier, one way to explain the mechanism involved in the greater achievement with overt vocalization is that the distinct stimulus of saying words aloud is required for mediation of the obtained effects.

The experiment gives no support for the belief that oral responding in learning to read has unfavorable effects. On the contrary, we must conclude that although vocalization and poor reading on the part of the learner are often associated, the act of vocalization during instruction is an aid to the beginning reader in what for him is already a difficult reading situation. Without such vocalization, his performance would be worse.

CHAPTER FOUR

PROGRESS IN READING OF CHILDREN UNDER TEACHER DIRECTION: A FOLLOW-UP STUDY

This chapter reports a follow-up study of the progress of the children who had served as subjects during the experimental phase of the project. The study was concerned with answering two questions. One, did the oral and non-oral groups differ with respect to subsequent progress in reading during the first grade? Second, was achievement in reading under conditions of programed instruction predictive of success in reading taught by live teachers? The latter question developed from an unexpected finding in the experimental study that boys achieved higher scores on the post-test following the auto-instructional program than girls.

Superiority of Boys in Reading Under Programed Learning versus Superiority of Girls under Instruction by Female Teachers

Performance on the criterion test described on page 24, by kindergarten boys and girls in both oral and non-oral groups following the auto-instructional program, revealed that the boys earned significantly higher scores. Boys (N = 72) Mean = 30.3, SD = 9.2; Girls (N = 60) Mean = 24.4, SD = 9.1 -- ($t = 3.65$, $p < .01$). The boys and girls did not differ in their pretest of intelligence, ability to match words, knowledge of letters, or ability to operate the teaching machine prior to instruction in reading. This finding was contrary to the usual results from studies of beginning reading. It has been commonly observed that under teacher direction girls do better than boys in early reading achievement (Smith and Dechant 1961). Among explanations for this unexpected finding were the possibilities: (a) that the sample departed from a normal population of boys and girls; (b) that the mechanical gadgetry of the teaching machine was responsible for more effective capturing of the boys' desire for reading. (This explanation was weakened by the fact that boys and girls expressed equal preferences for the auto-instructional program, see page 29.); and (c) that under usual classroom conditions, boys receive inequities in female teacher treatment which are not present under neutral conditions of programed instruction.

Hypothesis

Boys will not maintain their superiority in reading achievement under conditions of auto-instruction when they are placed under the direction of female teachers. Male learners will show a significant loss in relative reading progress under female teacher direction.

Subjects and Procedures

Forty-nine boys and forty-four girls who completed the auto-instructional program as kindergarteners and who were enrolled as first graders under the direction of seven female teachers in two public elementary schools constituted the subjects. After four months of instruction by their teachers, these children were given a word recognition test, which measured the child's ability to recognize words taught by the teachers. This test was similar in format to the recognition test given following programed instruction and was administered in the same manner.

Results

As seen in Table 2, following the auto-instructional program boys showed a superiority to girls on a word recognition test measuring familiarity with words taught in the program.* After instruction under direction of female teachers, these same girls were superior to the boys on a word recognition test of similar format but including teacher taught words. The correlation between mean scores earned following programed instruction with mean scores following teacher instruction was $r = .512$, $p < .01$.

* This superiority of boys under conditions of programed instruction was even greater when results were based upon performance of a larger population, i.e., total subjects for the experimental study, not just those who were present for both experimental and follow-up studies. (see page 31)

TABLE 2

Sex Differences in Achievement on Word Recognition Following Two Conditions of Teaching

	Following auto-instructional program		Following instruction by female teacher	
	Mean	SD	Mean	SD
Boys (N = 49)	26.4	9.0	31.7	11.04
Girls (N = 44)	23.6	8.4	38.3	11.9
	($t = 2.24$, $p<.05$)		($t = 2.75$, $p<.01$)	

An examination of changes in rank order in test of word recognition reveals that 69% of the boys dropped in rank in contrast to 27% of the girls ($X^2 = 15.6$, $p<.01$).

Discussion

The fact that the superiority in reading of boys was not maintained under teacher direction indicates that there are variables within the classroom which militate against the maximum performance of young male learners. The search for factors in the genesis of inferior beginning reading achievement of boys has focused attention upon possible constitutional and maturational differences like deviation in the language mechanisms or rate of growth.

A relatively unexplored aspect of inferiority in the initial reading of boys is the possible maladjustment between prevalent female teachers and male learners. Using the discrepancies in attitude between males and females toward aggressive behavior as the basic underlying variable, Meyer and Thompson (1956) found support for the hypothesis that boys, who are more aggressive than girls, would receive more disapproval contacts from their teachers than girls. It remains a possibility that inequities in teacher disapproval will have a pathogenic consequence in reading progress. The consistent inferiority of young males in reading progress might be the result of general behavior tendencies of the boys to which women teachers fail to adjust themselves and their school procedures as well as they do to the traits of girls.

Evidence in Support of Explanation for Female Superiority in Reading

Evidence in support of the above explanations was, therefore, sought through the children's assessment of the classroom teacher's differential treatment of the sexes and the teacher's own assessment of the children. It was hypothesized that boys would be perceived by their classmates (boys and girls) as receiving more negative comments from teachers and as receiving fewer opportunities to respond in their reading groups than girls (conditions which were not present under the auto-instructional program of the experimental study). It was also hypothesized (a) that female teachers would assess boys as less motivated and less ready for reading than girls and (b) that there exists a positive relationship between children's perceptions of teacher comments, opportunity to respond, and the variable of reading progress.

A taped interview schedule was individually administered to each of the children in the seven classrooms. The schedule consisted of statements and questions such as the following: "Name the children in your reading group." "Pretend you are in your reading group. Who is the teacher talking to when she says, 'Sit up and pay attention!?" "Who else?" (measure of negative comments) "Who doesn't get to read very much in your reading group?" (measure of opportunity to read) Children could name themselves if they so desired.

Teachers were asked to indicate on a 5-point check sheet each child's readiness and motivation for reading in accordance with the child's ability to "pay close attention to explanations, stay with a task, and ask relevant questions."

Children responded individually to the taped interview in an isolated room. Responses to the taped questions were recorded by an observer who operated the audio equipment. Teachers completed their assessment sheets during a two-day interval. These teachers were unaware of the precise nature of the investigation, having been told merely that inasmuch as some of the their pupils had participated previously in a study of programed learning, a follow-up of their reading performance and attitudes was desirable.

Pupil Perception of Teacher Behavior toward Boys

A count was made of the number of times individual pupils were identified by peers as receiving negative comments from teachers and the number of times these pupils were perceived as given less opportunity to respond in the reading situation. The results of the statistical analysis of nominations on the negative comments show that boys received more negative admonitions from teachers than girls ($X^2 = 13.2, p < .01$). With respect to opportunity for reading, it was found that boys were seen as given less opportunity to read ($X^2 = 5.7, p < .05$).

Teacher Assessment of Pupils

A tabulation was made of the number of pupils identified by teachers as being very much motivated and ready for reading and the number of selections of pupils categorized as having little or no motivation for reading. This tabulation shows that boys were more negatively assessed than girls by teachers ($X^2 = 6.74, p < .01$).

Correlations of Change in Rank in Achievement in Reading with Negative Comments and Opportunity to Read

The change in rank order of subjects on the two criterion tests of word recognition was correlated with the number of times the individual pupil was perceived as receiving negative comments from the teacher. The change in rank correlated .313 with negative comments,($p<.01$), implying that those who received negative comments did not maintain predicted progress in learning to read.

Likewise, the change in rank order of subjects was correlated with perceived deprivation of opportunity to read in the reading group. These two indexes correlated $r = .238$,($p<.05$).

General Statement Regarding Pupil Achievement under Programed Learning and Teacher Direction

The correlation of perceived differential treatment by female teachers and loss of relative reading progress by boys was statistically significant and may be interpreted as suggesting an association between teacher behavior and inferior performance in beginning reading. According to other investigators, Anderson and Brewer (1945), Davidson and Lang (1960), teachers levy inequities in disapproval upon pupils who are less "well adjusted." It has been frequently reported that teachers find boys more aggressive and unmanageable (Terman and Tyler 1954). The results of the present investigation are consistent with these findings and, in addition, support the hypothesis that female teachers regard boys' aggressive behavior as negatively different from the submissive behavior appropriate to their own sex.

This study offers a technique for experimental validation of teacher effect upon achievement of learners. The teaching of reading by programed instruction permits manipulation of instructional variables, e.g., opportunity to respond, words of approval and disapproval, and pupil isolation from peer group interaction. The consequences of varying these presentational variables with learners of given sex, level of aggressiveness and other characteristics may lead to better understanding of the behavioral principles involved with the sex roles of teachers and pupils as well as improved practical procedures for adjusting to these roles in the classroom. The lack of opportunity for peer group interaction in learning to read through the use of the teaching machine, for instance, might account for better performance on the part of those male learners who under the stimulation of peers and teacher in the classroom display aggression or otherwise fail to attend to the lesson at hand.

Effect of Oral Responding in Kindergarten upon Achievement in First Grade

Because of general interest in the more lasting effects of non-oral and oral methods of instruction, an attempt was made to assess differences in reading performance by pupils in the first grade following their initial three-week experience in reading by one of the two methods. Results as measured by the previously described test of teacher taught words showed that the oral group (N = 47) achieved a mean score of 36, while the non-oral group (N = 46) reached a mean score of 35.5.

Failure to find a significant difference in first grade reading of those initially taught by disparate methods is not surprising. Assessment of the effects of non-oral method of instruction through subsequent observation of performance in classrooms is not likely to produce definitive answers because the differences, if any, in results are likely to be due to other factors. It is difficult, for instance, to control the teacher's behavior so that oral and non-oral methods initially introduced are maintained for the respective subjects during the first grade. As a case in point, the effects of non-oral instruction during the kindergarten as measured during the first grade are likely to be confounded by aspects of an oral method used by the first grade teacher.

Also, other procedures used by first grade teachers account for more variance in first grade scores on tests of teacher taught words than the instructional method employed in a three-week period during the kindergarten. A critical factor, for instance, in the reading achievement of any child is the teacher's decision as to whether or not he shall be taught printed words. Teachers in the present study generally grouped pupils into three reading groups. One group was taught as many as 24 words during a three-month period, while another group was taught only 6 words during the same period. The latter group spent much more time in "readiness" activities like matching pictures rather than dealing with printed words. The basis for the teacher's original and influential decision for grouping of children rested upon a limited sample of the child's ability to undertake the learning of words. In some instances, the assessment was made upon such evidence as how many printed words the learner recalled after five minutes of instruction or classroom conduct of the child during the first few days of school (disciplinary considerations). Once the grouping had occurred and differentiated instruction had begun to favor one group above another in number of words taught, it was difficult for the child in a "lower" group to show that he had the ability required for membership in the "top" group.

CHAPTER FIVE

CLASSROOM APPLICATION OF AUTO-INSTRUCTIONAL PROGRAM WITHIN THE KINDERGARTEN

General Purpose of Application Study

As part of the project, the programed materials used in the experimental phase were revised with the view to using them in classroom settings. It was intended that the revised materials be simple and economical, not instructional aids requiring special equipment. The program, therefore, was designed for use with a tape recorder and film strip projector, equipment readily available in most schools. There was no attempt to develop an optimum program for learning. An optimum program, which might make use of teaching machines and other mechanical devices, would individualize instruction and offer other advantages to the learners. However, a minimum program designed for the ordinary classroom, which could be used regardless of the teacher's ability, seemed more appropriate considering the realities of today's classrooms. This chapter describes the way revisions occurred and the procedures used in determining the practicality of the materials for use in the kindergarten.

Revision of the Program

Materials were developed for presentation by film strip and tape recorder to total classroom groups. Eighteen lessons were prepared. Each lesson consisted of approximately 60 frames requiring twelve minutes for completion. The increase in number of frames per lesson from that in the original program was made possible by reducing taped instructions through the substitution of taped signals: a sound of a bell signifying "say the word", a sound of a horn signifying "select the appropriate alternative."

Major ground rules for the preparation of the revised program were as follows:

1. Twelve words were selected as content. These words were selected on the basis that (a) they were used by children in everyday speech, (b) they allowed a maximum number of combinations into meaningful word sequences and (c) they could form word sequences which could be represented pictorially. For example, the words eat, run, boy, girl, dog, and, little, funny, and the could be ordered in a variety of combinations, each of which could be accompanied by a parallel illustration.
2. In learning to recognize a sequence of words, the child underwent a chaining process in which a single word was presented on one frame. On a later frame, the first and second words were exposed. This process was continued until, in some cases, as many as eight words were presented

in a chain. Students responded correctly to a new word several times before it was used in context. Words to appear as context with the new word were intensively reviewed. For example, before the new word runs was introduced in association with the sentences the boy runs and the girl runs, the previously taught words boy, girl, the were reviewed.

3. Words were introduced in an order which was consistent with linguistic structure. For instance, the article the was the third word introduced in order to pair it with previously introduced nouns boy and girl. The fourth word selected was runs which allowed the completion of a sentence involving either boy or girl.
4. A variety of frames were used. For example, children were often required to select a picture which represented the meaning of a sentence in printed form. Sometimes they were to select a word which completed a sentence, and at other times they were to find another word which was identical to the newly presented word.
5. In general, children learned to recognize the words before they were asked to recall them. When engaging in recall, the child was shown the printed word or sentence and asked to pronounce it. When engaging in recognition, the child selected the word or sentence that was pronounced on the

taped commentary. The task of recognizing a new word was made progressively more difficult by asking the child to select first from alternatives which were of unlike configuration but later in the sequence to select a word from other words of like appearance.

6. In contrast to the original program, the alternatives were arranged in a vertical dimension along the right side of the frame rather than horizontally along the bottom. This modification was undertaken to prevent the learner from confusing the left-right regularity of sentences in the stimulus panel with the random ordering of alternative words.

Preliminary Tryout of the Program with Individuals

Frames were typed on 8½" x 10" sheets and shown individually to seven kindergarten children as a taped recorder played the commentary. As the frames were successively presented, the children responded in two ways: (1) by reading words aloud and (2) by selecting an appropriate alternative to a multiple-choice problem. Children indicated their choices by pointing to one of three blank spaces on an answer sheet before them. These blank spaces corresponded to the three alternatives presented at the time on the typed sheet. They were informed immediately by the taped commentary as to which space was correct.

A multiple-choice post-test consisting of 32 problems, each with three alternatives, was administered immediately after the last lesson. The items on this test did not appear within the program and constituted new orderings of the words taught or alternatives different from those introduced during the auto-instructional periods.

One week later the children were contacted individually and shown eleven sentences which had never been presented in the program. These sentences consisted of all the taught words, each of which appeared on the test two or more times, a total of 45 words. Children read the words or sentences aloud to the observer.

As the result of the instruction during this informal tryout, five of the children made scores of 90% on the test given immediately following instruction. Two of the children did not perform adequately. On the retention test involving the reading of new sentences: one child attained a perfect score; two children scored 96% correct; one child achieved 75% correct; two 57%; and one read words correctly approximately only 23% of the time.

On the basis of these findings, minor revisions were made, and the program was prepared for large scale tryout in the classroom.

Subjects and School

Total population of five kindergarten classrooms (125 pupils) located in a low middle class neighborhood composed the sample for the tryout. Children in three of these classrooms averaged five years of age; in two of the classrooms the children averaged five years and eleven months. Although scores from tests of intelligence were not available for these children, tests in the school given to previous classes of similar composition indicated a range of 76-126 with an average IQ of 105.

A pre-test of the children's knowledge of the words to be taught in the program was administered. This pre-test was identical to the post-test described later. The results of the pre-test revealed that only three children exceeded the expected chance score by more than three points. The average for the entire group was 9.7. It was concluded on the basis of this evidence that the subjects did not already possess competency in the task to be taught.

From among the 125 children initially in the program, 98 were present for at least 75% of the lessons and for the post-test. Drop-outs were due solely to absenteeism or withdrawal from the school. No children were excluded because of their performance during the study.

Procedures

Children were brought as a class to the rear of a darkened stage where they sat on small chairs to view the frames of the program presented on a screen while a tape recorder from the rear played the commentary. Children responded to the multiple-choice frames by pointing to one of three simple designs cut in a small board which each child held in his lap.

The children came for two sessions each day. The length of each session was approximately 15 minutes. The total instructional time was four and one-half hours distributed over nine school days. The teacher of each class accompanied the children to the projection room for the first three days. Thereafter the children were supervised by two research assistants who operated the recorder and film strip. No attempt was made to "make up" lessons for absentees although a record was maintained of those who were absent.

Post-Test

A final test was given to the classes on the school day following the program. This test of silent reading consisted of 32 problems, each with three alternatives. The items on this test were new to the learners. Each item was either a new ordering of the words taught or different alternatives from those appearing in the auto-instructional program. The three kinds of items used were (1) recognition, e.g., "Find the word that says little." Choices--funny, little, runs. (8 items); (2) recall, requiring selection of appropriate pictures to accompany printed words, e.g., "The boy and girl run."

Choices--pictures of a boy and dog eating, a boy and dog, a boy and girl running. (17 items); and (3) recall, requiring selection of appropriate word to complete the meaning of the sentence, e.g., "The funny girl and the funny dog..." Choices--boy, funny, run (7 items)

Each child had an individual test booklet which he marked with a crayon. Directions for taking the test were given on a taped commentary. The test was administered to groups of approximately 13 pupils in classrooms in an identical fashion to that followed in the pre-test.

Results

Figure 3 shows the scores earned before auto-instruction and scores earned following the auto-instructional program. Post-test scores ranged from 5 to 30. Twenty-eight children achieved above average scores, ranging from 20 to 30; thirty-seven children earned scores in the middle range 14-19; and thirty-three children showed little or no gain from the auto-instructional program. As seen in Table 3, mean scores for those children in classes composed of children nearly six years of age were 17.8; while children in classes composed of younger children averaged 14.4.

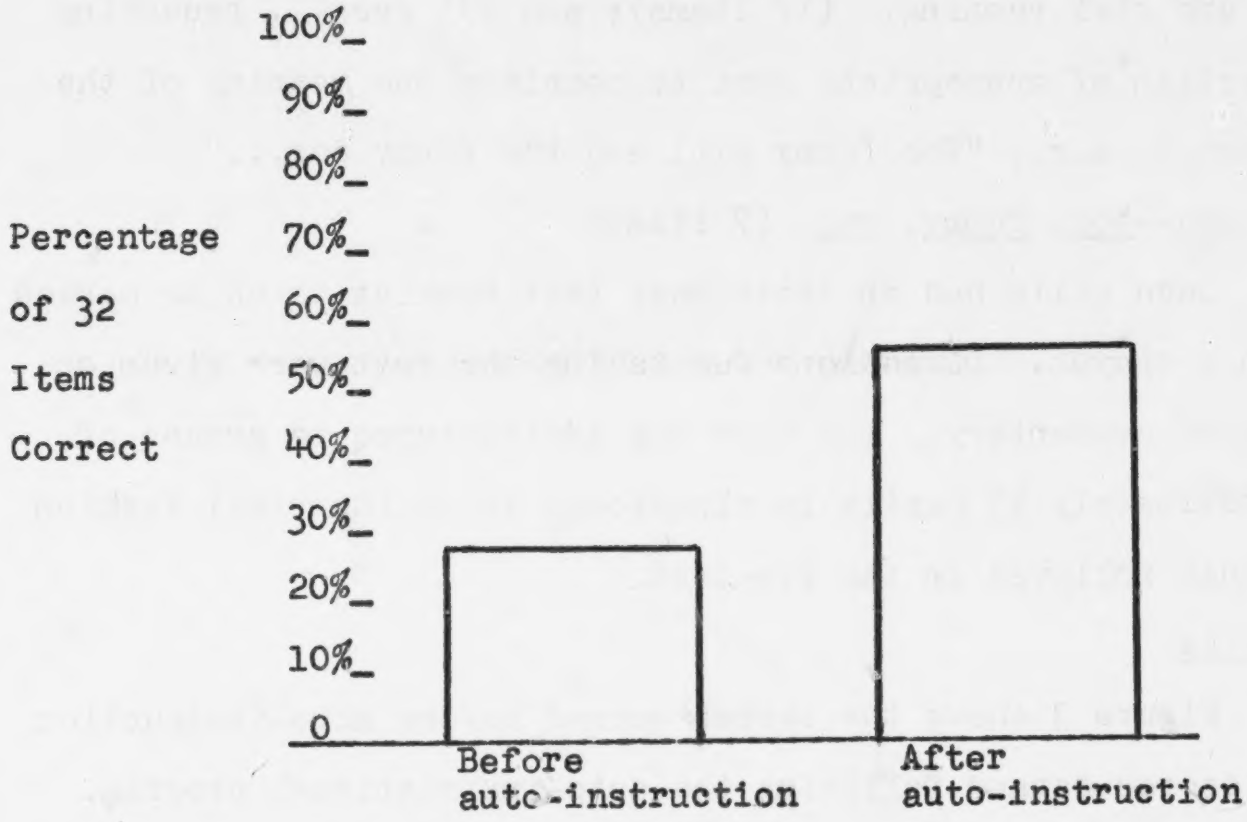

FIGURE 3 Achievement on Silent Reading Test by 98 Kindergarten Children

TABLE 3

Pre and Post-test Means of Classroom Application Study

	Pre-test Mean	Post-test Mean
Subjects (N = 47) 5 years 3 months to 5 years 9 months	9.7	14.4
Subjects (N = 46) 5 years 10 months to 6 years 3 months	9.1	17.8
Total subjects (N = 98)	9.4	16.1

t = 2.33, (p .05)

As seen in Figure 4 below, children were able better to recognize words from among words of similar configurations than to recall a number of words in proper order and then select an alternative word which would complete a sentence. The matching of a picture appropriate to the printed statement was also easier than the sentence completion task.

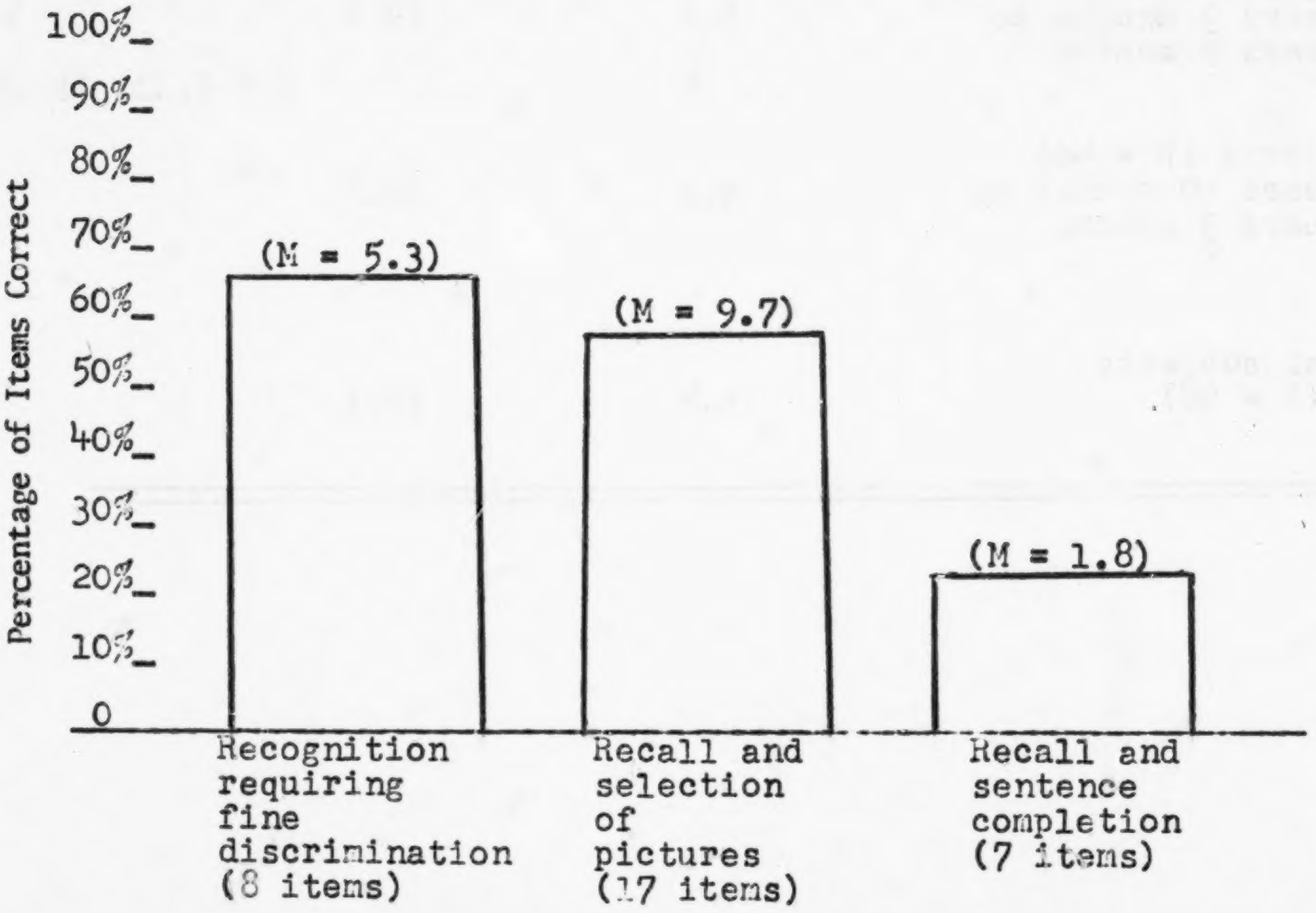

FIGURE 4 Achievement on Different Kinds of Items on Silent Reading Test by 98 Kindergarten Children

General Statement Regarding the Results

The results from the classroom application of auto-instructional materials described in this chapter clearly reveal the range of individual differences among kindergarten children and emphasize the problem of large group instruction with a single program. For some children the program was highly successful, for others it was partially so, and for others the educational values, if any, were not demonstrated. Observation of learner performance during the instruction showed learner variability in response to the standardized instructional conditions. Some attended and responded consistently to the film strip and accompanying taped recording while others were distracted by their peers. For the latter, the program had little control over their behavior.

It is apparent that the program taught most children to recognize the selected words but failed to equip them with the ability to select appropriate printed words in completion of a sentence. It is noteworthy that most learners could recognize taught words even when they appeared with distractors which were similar in length and shape or had identical initial of final letters. Had the post-test included the same recognition items as the program, it is likely that the achievement scores for recognition would have been even higher. The results also point up the difficulty of learning a task which demands recalling words used in an incomplete sentence and then selecting an alternative word which will complete the sentence.

A comparison of the results obtained in the large scale tryout, in which the total classroom viewed words from a distance and the individual learner did not receive continuous surveillance, with the results from the tryout phase in which children were individually shown the words at close hand, suggests that the former conditions are accompanied by reduced efficiency in learning.

Suggested Improvement in Presentation of Program

Improvement in presentational features should bring much better results. Such improvement would occur through the following changes:

1. Although it is generally believed that requiring the learner to make an oral response has the self-evident merit of revealing that the learner has viewed the printed words, this may not be true in situations where there exists a chorus of responders. It is not enough to call for vocalization. The teaching apparatus must demand that the learners look at the words and not merely respond to their peers. In this connection, the answer board technique described in this study is questionable. The child may take his eyes from the printed words in responding via the answer board. It would be better if he

had to point or touch the words themselves in order to respond. This would require special apparatus.

2. Removal of social distractions by children by giving each child earphones and placing him in a cardboard cubicle similar to the conditions which prevailed during the experimental study should bring marked improvement in the performance of learners. The advantages of pupil isolation in the instruction of male learners or disruptive children have been suggested in Chapter 4.

3. The printed words on the film strip could be made in larger type. The introduction of color or music are other considerations for modification.

Suggested Improvement in Content of Program

The major focus for improving learning of children should be directed at the intrinsic content and organization of the program. The program itself can be improved by introducing content which helps the child to understand the importance of making a correct response and to recognize that when a single alternative is declared to be correct, the other alternatives are incorrect. Possession of skill in obtaining information from negative instances cannot be assumed. Other required changes in the program are as follows:

1. Those items which call for supplying the missing word should always represent a complete sentence when the word is

chosen. Too many frames called for the selection of a function word which did not complete a grammatical expression common to the child's speech.

2. Pictures should be presented separately from printed words. Too often children first looked at the pictures which were alternatives, one of which corresponded to the printed words, instead of first looking at the words and then selecting the alternative. An improved program would require the reading aloud of the stimulus frames--printed words--and then the presentation of a second frame with the pictured alternatives.

3. The introduction of conversational units deserves to be undertaken. In order for the child to grasp more quickly that printed words convey a spoken meaning, the child should be required to answer a spoken question by selecting printed words.

4. The inclusion of reinforcing commentary, i.e., words of praise, humor, personal remarks, should have beneficial consequences. Kindergarten children respond to the taped commentary as if someone is actually present and talking to them when the commentary is personalized. The instructional advantages of such a change might be that the child would be more desirous of participating in the learning tasks.

5. Intrinsic motivational features should be introduced. The child might be presented with game-like situations of suspense and challenge, the resolving of which requires the mastery of

printed words, e.g., oral commentary "What do you think he found?" followed by the printed terms which answer the mystery. In such a fashion, knowledge of printed words can be made rewarding to the young learner.

Implications for Classroom Use

Among the advantages occurring from the use of programed instruction in the kindergarten are those which indirectly help the learner by freeing the teacher and those which directly benefit the learners. It is a fact that programed instruction partly frees the teacher from time-consuming tasks of preparing instructional materials. The large number of daily activities which go on in the kindergarten demand many materials which presently are prepared chiefly by the teachers. Time spent in this manner prevents the teacher's availability for direct instruction of the child and study of his work.

If programed instruction were available for use in a visual listening center, small groups of children could receive advanced or remedial instruction at opportune moments. On the other hand, the automatic transmission of programed instruction to a large group of children would free the teacher for tutorial sessions with children requiring individual and small group instruction. As suggested in Chapter 4, programed instruction in reading offers an advantage to male learners which is presently unavailable in conventional classrooms. Programed instruction in the kindergarten would be of especial importance to those who have been absent. The high rate of absenteeism by pupils in the kindergarten is presently a serious obstacle to the development of a systematic program of instruction by the teacher.

Whereas the kindergarten generally has featured a naturalistic activity curriculum where children are confronted with a pleasant environment offering (a) an abundance of interesting things to explore and manipulate and (b) opportunity to learn to play and work with others, the first grade demands, in addition, the child's sustained attention to abstract tasks like reading in which systematic and formal instruction predominates. The transition from one educational setting to the other may be more successfully accomplished if the learners in the kindergarten are given opportunity to experience some rewarding systematic instruction in an abstract task. Programed materials in reading may be appropriate as such transitional aids. The selection of words to be taught in the kindergarten by programed materials should include words which the child will encounter in his beginning lessons in the first grade, thereby offering the possibility of greater success in his initial first grade experience with reading under the teacher's direction. The importance of success at this point in his school experience is assumed.

CHAPTER SIX

SUMMARY

The purpose of this investigation has been to determine whether there exists any relationship between oral responding in learning to read and achievement in recognition and understanding of written words and sentences. The technique of programed instruction was chosen for studying this subject. There were three aspects to the study: an experimental phase, a follow-up of the learners' progress, and an application of the auto-instructional program in the kindergarten.

Experimental Study

The basic experiment was performed with 182 kindergarten children. In this experiment the following hypothesis was tested: Kindergarten children taught by programed materials which require the saying of words and sentences out loud will achieve greater skills in reading than children taught by the same materials with no instruction to speak out loud.

Measurement of reading skill was calculated through the use of a test which called for the application of a variety of reading skills in contexts different from those taught in the program itself. The testing of the above hypothesis, which was carried out by means of the analysis of variance, showed the experimental results to be fully in agreement with the hypothesis.

Oral responding by beginning readers facilitated the recognition and comprehension of printed words and sentences. The oral response was of significant value even though the post-test called for silent reading, not oral responding. One explanation for greater achievement with overt vocalization is that the distinct stimulus of saying words aloud is required for later mediation of the obtained effects.

Follow-up Study

Concurrent with the conduct of this research project, evidence was collected to show that achievement in reading under conditions of programed instruction was predictive of success in reading taught by live teachers. In the analysis of data, it was found that boys learned significantly more under programed learning conditions than girls, but the girls learned significantly more than the boys under instruction by female teachers; the boys' superiority in reading skills taught by auto-instruction was not maintained when they were placed under direction of female teachers.

Evidence obtained from ratings of classmates showed that under ordinary classroom conditions boys were perceived as (a) receiving more negative comments from their teachers and (b) given fewer opportunities to respond in their reading groups. The teachers themselves saw boys as less ready for reading.

We believe, therefore, that the findings suggest that inferiority of boys in learning to read may be attributable to social influences in the classroom. Because boys are less conforming than girls, the attention given them by the teacher may be less educative than that offered girls. There was evidence that a positive relationship exists between the variable of reading progress and children's perception of (a) negative comments from teachers and (b) denial of opportunity to respond in the reading groups.

Application Study

A minimal auto-instructional program in reading was also prepared and applied in five kindergarten classrooms. This program was designed for presentation under austere conditions. That is, it was developed for simultaneous presentation to all members of a class. The only equipment required was a tape recorder and a slide projector. The program was self-contained, requiring no teacher assistance. The children viewed and heard the program as a group without particular attention being given the individual learner.

The results of the application study using this minimal program showed that the averaged child made some progress in reading under the applied conditions. When the criterion test called for simply identifying the words taught, the performance of learners was best. Performance was less successful when the task involved comprehension of printed sentences never before encountered.

One important outcome was the great range in individual pupil progress. Some children showed very high levels of reading achievement on all parts of the test, including items requiring transfer. Others attained relatively modest gains in reading skills which required more than identification of words. Some children appeared not to learn from the program as presented.

This application study revealed many directions in which programed learning might be used to enrich the reading experience of kindergarten children and suggested possibilities for the integrating of programed materials with conventional classroom activity.

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APPENDIX I

POST-TESTS FOR EXPERIMENT AND APPLICATION STUDY

Post-Test for Experiment

Now take your crayon.

1. Put a mark on the word that says black.

you black to one

2. Put a mark on the word that says a.

door with a fan

3. Put a mark on the word that says we.

truck star fist we

4. Mark the word that says sleep.

sleep car in or

5. Now mark the word that says no.

hat grass no free

6. Mark the word that says is.

train five far is

7. Now put a mark on the word that says boy.

hat dip frog boy

8. Put a mark on the word that says funny.

funny party forty happy

9. Now put a mark on the word that says dog.

flip hop dish dog

10. Mark the word that says play.

jump play fly glue

Post-Test for Experiment

11. Mark the word that says in.

am now in imp

12. Put a mark on the word that says and.

and count any ever

13. Now put a mark on the word that says big.

house big children a

14. Put a mark on the word that says fast.

fast airplane red mother

15. Put a mark on the word that says cat.

father Mary cat down

16. Mark the word that says with.

black yes with funny

17. Mark the word that says saw.

down saw the little

18. Put a mark on the word that says has.

has play mother no

19. Find the word that says ball. Mark the word ball.

ball fast has boy

20. Put a mark on the word father.

black father funny mother

21. Next, put a mark on the word house.

fast ball has house

22. Mark the word can.

run saw can red

23. Mark the word that says mother.

little children funny mother

24. Put a mark on the word red.

red run boy eat

25. Find the word that is the name of a girl. Put a mark on the word that is the name of a girl.

Billy house Mary big

26. Put a mark on the word that is the name of a boy.

runs Billy down tree

27. Mark the word that tells what we do when we are hungry.

eat the up yes

28. Here is a picture of a boy. Put a mark on the word that says what the boy does.

picture of a boy

fish tree yes runs

29. Put a mark on the word that tells us who goes to school.

sleep children fast little

30. One of the words tells us where to look to see the airplane flying. Mark the word that tells us where to look.

up the has down

31. We all know how traffic lights work. Mark the word that tells us what the cars do when the light turns green.

sleep no was go

32. Read the words at the top. There is a word missing. Find the missing word. Put a mark on the missing word.

Billy can run ____

we fast black the

33. Find the missing word.

Billy ____ a dog

has down red day

34. Find the missing word.

a dog can play ____ a ball

red with no little

35. Find the missing word.

a boy ____ the airplane

eat ball saw was

36. Find the missing word.

Mary has a little ____

black the cat and

37. Find the missing word.

a cat can ____

go is yes we

38. Find the missing word.

Mary is a ____ girl

go down sleep big

Now we are going to look at some pictures. I want you to find the words that go with each of the pictures. Look at the picture and find the words that go with the picture. Mark the words that go with this picture.

39.

picture of
boy playing ball

Mary can
run fast

the boy
can sleep

Billy has
a little ball

40. Mark the words that go with this picture.

picture of
children playing

the children
can play

the dog
can play

see the
funny tree

41. Mark the words that go with this picture.

picture of an
airplane flying

the children
saw the water

the airplane
can go up

the red airplane
is funny

42. Mark the words that go with this picture.

picture of a
funny dog

the big
dog saw the cat

the children play
in the water

the dog
is funny

43. Now mark the words that go with this picture.

picture of a boy and
girl on seesaw

father can
sleep in the house

Mary and Billy
go up and down

yes the
dog runs

44. Now mark the words that go with this picture.

picture of a dog
watching a boy eat

Billy can
go down

we saw Billy
with Mary

a dog
saw Billy eat

45. Look at the words at the top. Who can run?

Mary can run

Mary run house saw

46. Look at the words at the top. Who can play?

the boy can play

boy girl big the

47. What color is the dog?

the big black dog runs

runs big black sleep

48. What can play with the red ball?

the little cat can play with the red ball

cat red the with

49. What can the little cat play with?

the little cat can play with the red ball

cat the red ball play with father the airplane is down

50. What did the boy and girl see?

the boy and girl saw the airplane

children airplane mother black

51. What did the boy and girl see?

boy saw girl airplane

Post-Test for Application Study

1. Look at the first blue page of your book. Mark an X over the word that says funny.

funny

bunny

sunny

2. Turn to the next pink page. Mark an X over the picture that goes with the words.

	picture of big boy
the funny little boy	picture of funny little boy
	picture of funny big boy

3. Turn to the next green page. Mark an X over the picture that goes with the word.

	picture of boy eating
the boy runs	picture of boy running
	picture of dog eating

4. Turn to the next yellow page. Mark an X over the picture that goes with the words.

	picture of dog and girl
boy and dog	picture of boy and girl
	picture of boy and dog

5. Turn to the next blue page. Mark an X over the picture that goes with the word.

	picture of boy
dog	picture of girl
	picture of dog

6. Turn to the next pink page. Mark an X over the word that says dog.

log

hog

dog

7. Turn to the next green page. Mark an X over the picture that goes with the words.

picture of girl running

the girl and boy run — picture of girl and boy eating

picture of girl and boy running

8. Turn to the next yellow page. Mark an X over the picture that goes with the words.

picture of big girl

the funny little girl — picture of little girl

picture of little boy

9. Turn to the next blue page. Mark an X over the picture that goes with the words.

picture of girl and boy

the dog and boy — picture of dog and boy

picture of dog and girl

10. Turn to the next pink page. Mark an X over the word that goes with the other words.

funny

the girl is.... — and

girl

11. Turn to the next green page. Mark an X over the word that goes with the other words.

	boy
the girl is...	little
	dog

12. Turn to the next yellow page. Mark an X over the picture that goes with the words.

	picture of a dog running
the dog eats	picture of boy eating
	picture of a dog eating

13. Turn to the next blue page. Mark an X over the word that says boy.

toy
boy
joy

14. Turn to the next pink page. Mark an X over the word that goes with the other words.

	funny
the little girl is...	boy
	dog

15. Turn to the next green page. Mark an X over the word that goes with the other words.

	and
the funny...	boy
	is

16. Turn to the next yellow page. Mark an X over the word that goes with the other words.

the

the little dog and the little... is

girl

17. Turn to the next blue page. Mark an X over the picture that goes with the words.

picture of dog and girl

the dog and girl and boy picture of dog,girl, boy

picture of boy and girl

18. Turn to the next pink page. Mark an X over the picture that goes with the words.

picture of little girl

the little girl picture of big girl

picture of little boy

19. Turn to the next green page. Mark an X over the picture that goes with the words.

picture of big boy

the boy is little picture of little boy

picture of little dog

20. Turn to the next yellow page. Mark an X over the picture that goes with the words.

picture of big dog

the funny little dog picture of little dog

picture of little boy

21. Turn to the next blue page. Mark an X over the picture that goes with the word.

picture of dog
boy picture of boy
picture of girl

22. Turn to the next pink page. Mark an X over the word that says runs.

runs
funny
little

23. Turn to the next green page. Mark an X over the picture that goes with the words.

picture of big girl
the funny girl picture of little dog
picture of funny girl

24. Turn to the next yellow page. Mark an X over the picture that goes with the word.

picture of boy
girl picture of girl
picture of dog

25. Turn to the next blue page. Mark an X over the word that goes with the other words.

boy
the girl and dog... the
eat

26. Turn to the next pink page. Mark an X over the word that says eats.

eats

runs

little

27. Turn to the next green page. Mark an X over the word that says the.

the

tea

tho

28. Turn to the next yellow page. Mark an X over the word that says and.

and

the

eat

29. Turn to the next blue page. Mark an X over the picture that goes with the words.

	picture of dog and boy
the funny dog and the funny boy	picture of funny dog and funny boy
	picture of funny girl and little boy

30. Turn to the next pink page. Mark an X over the word that says dog.

dog

boy

girl

31. Turn to the next green page. Mark an X over the picture that goes with the words.

picture of dog and boy running

the dog and boy run — picture of dog and boy eating

picture of little dog and boy

32. Turn to the next yellow page. Mark an X over the word that goes with the other words.

run

the funny dog and the funny boy... — little

girl

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APPENDIX II

COMMENTARY AND FRAMES OF
AUTO-INSTRUCTIONAL PROGRAM
USED IN READING EXPERIMENT

Practice Lesson

Hello there. We're very glad you're here.

1. Look at the three pictures. One is a dog, one is an apple, and one is an airplane. Which picture shows a dog? Push the button that goes with the picture of the dog. Go ahead. Push the button.

picture of dog	picture of apple	picture of airplane

Good. If you got a green light, you are right. Very good. If you got a red light, you are wrong and must try again.

2. Find the picture of the dog. Push the button that goes with the picture of the dog. If you got a green light you are right. Good. If you got a red light, try again.

picture of dog	picture of apple	picture of airplane

3. Push the button that goes with the picture of the dog. Fine.

picture of airplane	picture of apple	picture of dog

4. Push the button that goes with the picture of the airplane. Good for you.

picture of apple	picture of dog	picture of airplane

5. Push the button that goes with the picture of the airplane.

picture of dog	picture of airplane	picture of apple

6. Which picture shows an apple? Push the button.

picture of apple	picture of airplane	picture of dog

7. Which picture shows an apple? Go ahead, press the button.

picture of airplane	picture of dog	picture of apple

8. Look at the top picture. It is a dog. Which picture at the bottom is the same? Push the button that goes with the bottom picture of a dog. Remember the green light tells you, you are right. The red light tells you, you must try again.

picture of apple	picture of dog	picture of airplane

Practice Lesson

9. This time the top picture shows an airplane. Which picture at the bottom shows the same thing? Go ahead.

picture of airplane

picture of airplane | picture of apple | picture of dog

10. The top picture shows an apple. Which picture at the bottom is the same?

picture of apple

picture of apple | picture of airplane | picture of dog

11. Which picture at the bottom is the same as the top picture?

picture of airplane

picture of dog | picture of apple | picture of airplane

12. The top picture shows a dog. Find the same picture at the bottom.

picture of dog

picture of dog | picture of airplane | picture of apple

13. Which picture is the same as the top picture?

picture of apple

picture of airplane | picture of dog | picture of apple

14. Which picture shows an apple? Right.

picture of dog | picture of apple | picture of airplane

Practice Lesson

15. Which picture shows an airplane?

picture of apple	picture of airplane	picture of dog

16. The picture at the top shows a dog. Find the same picture at the bottom.

picture of dog

picture of dog	picture of airplane	picture of apple

17. Which picture at the bottom is the same as the top picture?

picture of apple

picture of apple	picture of airplane	picture of dog

18. Find the picture of the apple.

picture of dog	picture of airplane	picture of apple

19. Which picture shows an animal that barks?

picture of airplane	picture of apple	picture of dog

20. Which picture shows something that is good to eat? Something that is good to eat.

picture of apple	picture of dog	picture of airplane

21. The top picture is an airplane. Which picture at the bottom is an airplane?

picture of airplane

picture of airplane	picture of apple	picture of dog

Practice Lesson

22. Which picture shows something that flies fast?

picture of dog	picture of airplane	picture of apple

23. Which picture shows something that is good to eat?

picture of airplane	picture of dog	picture of apple

24. Which picture shows an animal that can run and play?

picture of dog	picture of airplane	picture of apple

25. The top picture shows an airplane. Which bottom picture is the same?

picture of airplane

picture of dog	picture of apple	picture of airplane

26. Which picture is the same as the top picture?

picture of dog

picture of apple	picture of dog	picture of airplane

27. Find the picture of the dog.

picture of apple	picture of airplane	picture of dog

28. Which picture shows an apple?

picture of dog	picture of apple	picture of airplane

29. Which picture shows an animal?

picture of airplane	picture of dog	picture of apple

Practice Lesson

30. The top picture shows an apple. Which picture at the bottom is the same?

picture of apple

picture of airplane
picture of dog
picture of apple

31. Which picture shows an airplane?

picture of dog
picture of airplane
picture of apple

32. Which picture shows an animal that barks?

picture of dog
picture of apple
picture of airplane

33. Which picture shows an apple?

picture of airplane
picture of apple
picture of dog

34. Look at the top picture. Which picture at the bottom looks the same?

picture of apple

picture of apple
picture of airplane
picture of dog

Practice Lesson

(Now let's try something a little different. Let's talk into our phones. Talk so you can hear and so no one else can hear.)

(Let's try a few of these again.)

35. Look at the three pictures. One is a dog, one is an apple, and one is an airplane. Which picture shows a dog? Push the button that goes with the picture of the dog. (While you are looking at the dog, say dog.) Go ahead, push the button.

picture of dog — picture of apple — picture of airplane

Good. If you got a green light, you are right. Very good. If you got a red light, you are wrong and must try again.

36. Find the picture of the dog. Push the button that goes with the picture of the dog. (Say dog). (Say it) If you got a green light you are right. Good. If you got a red light, try again.

picture of dog — picture of apple — picture of airplane

37. Push the button that goes with the picture of the dog. (Say dog). Fine.

picture of airplane — picture of apple — picture of dog

38. Push the button that goes with the picture of the airplane. (Say airplane).

picture of airplane — picture of dog — picture of apple

39. Push the button that goes with the picture of the airplane. (Say airplane.)

picture of dog — picture of airplane — picture of apple

40. Which picture shows an apple? (Say apple) Push the button.

picture of apple — picture of airplane — picture of dog

Practice Lesson

41. Look at the top picture. It is a dog. Which picture at the bottom is the same? Push the button that goes with the bottom picture of a dog. (Say dog). Remember the green light tells you, you are right. The red light tells you, you must try again.

picture of apple | picture of dog | picture of airplane

42. This time the top picture shows an airplane. Which picture at the bottom shows the same thing? Go ahead. (Say airplane)

picture of airplane

picture of airplane | picture of apple | picture of dog

43. The top picture shows an apple. Which picture at the bottom is the same? (say apple--I couldn't quite hear you. Say apple)

picture of apple

picture of apple | picture of airplane | picture of dog

44. Which picture at the bottom is the same as the top picture? (say airplane)

picture of airplane

picture of dog | picture of apple | picture of airplane

45. The top picture shows a dog. Find the same picture at the bottom. (say dog)

picture of dog

picture of dog | picture of airplane | picture of apple

46. Which picture is the same as the top picture? (say apple)

picture of apple

picture of airplane | picture of dog | picture of apple

Very good. You learned how to push the right button. You got the green light which told you were right. (You also learned how to talk into your phone.) Next time you will see some new pictures.

Lesson 1

Hello. We're very glad you're here. Today we're going to learn some words. Let's see how carefully you can look and listen.

1. Look at the top word. It says children. (say) (look at) children. Good. Now find the bottom word that looks the same as the top word. It says the same as the top word. Find the bottom word that says children. (say) children. Good. Press the button that goes with the word.

children

look red children

2. The top word says children. Look at the word. (say) (look at) children. Now look at the bottom words. Find the word that is just like the top word. It says children. (You say) (look at) children. Now press the button that goes with this bottom word.

children

saw children black

3. The top word says children. Look at it. (say) (look at) children. Now look at the bottom words. Find the word that is just like the top word. It says children. (say) (look at) children. Press the button that goes with this word.

children

is go children

4. The top word says children. (say) (look at) children. Find the bottom word that is just like it. (Say) (look at) children. Press the button that goes with this word.

children

children big yes

5. The top word says children. (say) (look at) children. Find the bottom word that is just like it. (say) children.

children

go children eat

Lesson 1

6. Are there dogs or cats or children in your room at school? Find the word that tells. (say) children. Good. Press the button that goes with this word. Good. In your room at school there are children.

look red children

7. (Say) (look at) the top word. Children. Now find the bottom word that is just like it. Press the button.

children

children woman day

8. (Say) (look at) the top word. Children. Find the bottom word that says children.

children

airplane children we

9. (Say) (look at) the top word. Children, sure. Find the bottom word that says children. (say) children.

children

chair is children

10. Find the bottom word that says children. (say) children.

children

little children flower

11. Find the word that says children. (say) children.

children cold chair

12. Look at the top word. It says run. (say) (look at) run. Good. Now look at the bottom words. Find the word that is just like the top word. It says run. (say) run. Press the button.

run

run black little

Lesson 1

13. The top word says run. Look at it. (say)(look at) run. Find the bottom word that is just like the top word. It says run. (say) run. Press the button.

run

sleep run house

14. The top word says run. Look at it. (say) (look at) run. Find the bottom word that is just like it. (say) run. Press the button.

run

funny old run

15. (Say the top word out loud) (look at the top word) Right, run. Find the bottom word that is just like it.

run

run was flower

16. (Say) (look at) the top word. Find the bottom word that says run. (say) run.

run

children rain run

17. Find the bottom word that says run. (say) run. Press the button.

run

red new run

18. Find the bottom word that says run. (say) run.

run

for run man

19. Find the word that says run. (say) run.

not run are

Lesson 1

20. The words say children run. Find the word that says run. (say) run. Yes, run tells what children do.

children run not

21. The words say children run. Find the word that tells what children do. They run. (say) run. Yes, children run.

children run rain

22. The words say children run. Find the word that says children. (say) children.

children run

children run is

23. This time there are two top words. The words say children run. Look at them. (say) (look at) children run.

children run

children run fast

24. The top words say children run. Find the bottom word that says children.

children run

run children fast

25. (Say) (look at) the top words. Good. Children run. Find the bottom word that says run.

children run

children fast run

26. (Say) (look at) the top words. Children run. Find the bottom word that says children.

children

children boy girl

Lesson 1

27. Look at the top word. It says fast. Look at it. (Say) (look at) fast. Good. Now look at the bottom words. Find the word that is just like the top word. It says fast. (say) fast.

fast

you in fast

28. Look at the top word. It says fast. Look at it. (say) (look at) fast. Find the bottom word that is just like the top word. Go ahead.

fast

is fast no

29. (Say the top word out loud.) (look at the top word.) Right. It says fast. Now find the bottom word that is just like it. (say) fast.

fast

fast will go

30. (Say) (look at) the top word. Yes. It says fast. Find the bottom word that is just like it.

fast

children fast we

31. (Say) (look at) the top word. Fast. Find the bottom word that says fast.

fast

not four fast

32. Find the bottom word that says fast. Good.

fast

does run fast

33. Find the bottom word that says fast. Good. Right.

fast

fast fire look

Lesson 1

34. Children run fast. Find the word fast.

fast go look

35. Dogs run fast. Find the word fast.

fish fast father

36. (Say) (look at) the top words. (Say) (look at) them. Right. Children run fast. Now find the bottom word that says fast. Good.

children run fast

children fast run

37. Look at the top word. It says we. Look at it. (say) (look at) we. Now look at the bottom words. Find the word that is just like the top word. It says we. (say) we.

we

we go fast

38. The top word says we. Look at it. (say) (look at) we. Find the bottom word that is just like the top word. It says we. (say) we.

we

run fast we

39. (Say) (look at) the top word. Right, the top word says we. Now find the bottom word that is just like the top one that says we. (say) we.

we

fast we is

40. (Say) (look at) the top word. Good. Find the bottom word that says we.

we

go why we

Lesson 1

41. Find the bottom word that says we.

we

children we run

42. (Say) (look at) the top words. Good, the words say we run fast. Now find the bottom word that says we.

we run fast

we run fast

43. Find the word that says fast. Yes, fast tells how children run.

children run fast

44. (Say) (look at) the top words. (Say) (look at) we run fast. Now find the bottom word that says we. Good.

we run fast

run we fast

You did very well. Next time you will need Lesson 2.

Lesson 2

1. The top words say we run fast. (Say these words out loud) we run fast. Good. Find the bottom word that says we. (say) we. Press the button.

we run fast

we fast run

2. The top words say we run. (You say) we run. Fine. Find the bottom word that says run. (say) run.

we run

run we *

3. (Say) (look at) the top words. Good. The top words say children run. Find the bottom word children. (say) children. Press the button.

children run

children run *

4. Look at the top word. It says go. Look at it. (say) go. Now look at the three bottom words. Find the word that is just like the top word. It says go. (say) go. Press the button.

go

run go children

5. Look at the top word. It says go. Look at it. (say) go. Find the bottom word that is just like the top word. It says go. (say) go. Press the button.

go

go we girl

6. The top word says go. Look at it. (say) go. Find the bottom word that is just like it. (say) go.

go

goes girl go

Lesson 2

7. (Say) (look at) the top word. (Go ahead say it) (Go ahead look at it) Find the bottom word that is just like it. (say) go.

go

so few go

8. (Say) (look at) the top words. Right, we go. Find the bottom word that says go. (say) go.

we go

fast go we

9. We go fast. Find the word fast. (say) fast.

we go fast

10. Children go fast. Find the word go. (say) go.

children go fast

11. (Say) (look at) the top words. (Say) (look at) them. We go. Find the bottom words that say we go. (say) we go.

we go

we go we run children go

12. Find the words that say we go. (Say) we go.

we go children go *

13. (Say) (look at) the top words. Good. Children go. Find the bottom words that say children go. (say) children go.

children go

children go we run go fast

Lesson 2

14. The top words say we run fast. (Say the words out loud) (Look at the words) Find the bottom words that say we run fast. (say) we run fast.

we run fast

children go we go we run fast

15. (Say) (look at) the top words. Find the bottom word that says fast.

fast

children run fast

16. Children run fast. Find the word that says fast.

children run fast

17. (Say) (look at) the top word. Find the bottom word that says run.

run

fun run now

18. Find the word that says run.

way no run

19. Children go. Find the word that says go.

children go *

20. We go. Find the word that says go.

we go *

21. We run fast. Find the word that says we.

we run fast

Lesson 2

22. Look at the top word. It says can. Look at it. (say) can. Now look at the three bottom words. Find the word that is just like the top word. It says can. (say) can. Press the button.

can

sleep can little

23. Look at the top word. It says can. Look at it. (say) can. Find the bottom word that is just like the top word. It says can. (say) can. Press the button.

can

can down funny

24. The top word says can. Look at it. (say) can. Find the bottom word that is just like it. (say) can.

can

has after can

25. The top word says can. Find the bottom word that is just like it. (say) can.

can

saw fish can

26. The top words say children can go. (say) children can go. Good. Find the bottom word that says can. (say) can.

children can go

can go children

27. Can. Find the bottom word that says can.

can

can are one

28. Find the word that says can.

run can new

Lesson 2

29. We can go. Find the word that says go. Which word says go?

we can go

30. (Say) (look at) the top words. We can run. Find the bottom word that says we.

we can run

run can we

31. (Say) (look at) the top words. The top words say children can go. Find the bottom word that says children.

children can go

children can go

32. Children can run. Find the word that says run.

children can run

33. (Say) (look at) the top words. (Say) (look at) them. Yes, they say we can run. Find the bottom word that says we.

we can run

run we can

34. The top words say children can go. Find the bottom word that says children.

children can go

go can children

35. The top words say children can run. (Say the words) (Look at them) Find the bottom word that says run.

children can run

children can run

36. Find the word that says run.

children can run

Lesson 2

37. Find the word that says children.

children can run

38. (Say) (look at) the top words. Good. The top words say we can go. Find the bottom word that says go.

we can go

we can go

39. Find the word that says run.

we can run

40. The words say children run fast. (Say) children run fast. Look at the pictures. Find a picture that shows that children run fast.

children run fast

picture of 2 horses running	picture of boy and girl sitting	picture of boy and girl running

41. The words say children can run. (You say) children can run.

children can run

42. Look at the top words. A word is missing. There is a line where the word should be. We must find out which word is missing. The top words say children can. (You say) children can. Good. Now find the bottom word that would sound right. Press the button. Good, children can run. Run is the word that sounds right.

children can ____

run children *

43. Let'w try it again. Look at the top words. A word is missing. One of the bottom words is the missing word. The top words say children can. (say) children can. Find the bottom word that would sound right. (say) run. Press the button. Now the top words would say children can run.

children can ____

run we *

Lesson 2

44. The top words say children can.. (say) children can. There is a missing word. Find the missing word. (say) run. Yes, children can run.

children can ____

fast   we   run

45. (Say) (look at) the top words. Yes, they say we can go. Now find the bottom words that say we can go. (say) we can go.

we can go

we can go   children run   *

That was very good. Next time you will need Lesson 3.

Lesson 3

Hello, we're happy you're here. (Remember to say the top words out loud.)

1. The top words say children run. (say) children run. Find the bottom words that say children run. (say) children run. Press the button.

children run

children run   children go fast   *

2. Find the words that say children run. (say) children run. Good.

we run   children run   *

3. Find the words that say we run. (say) we run. Very good.

we run   children run   *

4. The top word says can. (Say it) can. Now find the bottom word that says can. (say) can.

can

and   can   red

5. Find the words that say we can run. (You say) we can run.

we run   we can run   *

6. Look at the top word. It says boy. Look at it. (Now say) boy. Look at the three bottom words. Find the word that is just like the top word. It says boy. (say) boy. Press the button.

boy

children   boy   fire

7. Look at the top word. It says boy. Look at it. (say) boy. Find the bottom word that is just like the top word. It says boy. (say) boy. Press the button.

boy

water   fish   boy

Lesson 3

8. The top word says boy. Look at it. (say) boy. Find the bottom word that is just like it. (say) boy.

boy

can ball boy

9. (say) (look at) the top word. Right. It says boy. Now find the bottom word that says boy. (say) boy.

boy

big boy dog

10. Find the word that says boy. (say) boy.

boy we do

11. Find the word that says boy.

boy day ball

12. Look at the top word. It says the. Look at it. (Now say) the. Good. Find the bottom word that is just like the to p word. It says the. (say) the. Press the button.

the

we the run

13. Look at the top word. It says the. (You say) the. Find the bottom word that is just like it. (say) the.

the

the fast can

14. (Say the top word out loud) (look at the top word) Yes, the top word says the. Now find the bottom word that is just like it. (say) the. Good.

the

then that the

Lesson 3

15. The top words say the boy. (You say) the boy. Find the bottom word that says the. (say) the. Press the button.

the boy

ride look the

16. (Say the top words out loud) (look at the top words) Yes, the children. The top words say the children. Find the bottom words that say the children. (You say) the children.

the children

boy the children fall

17. Yes, the. Find the bottom word the. (you say) the.

the

the go run

18. (say) (look at) the top words. The boy. Find the bottom word that says the. (say) the.

the boy

the was boy

19. (say) (look at) the top words. The boy. Find the bottom word that says boy. (say) boy.

the boy

the boy fish

20. Find the words that say the boy. (you say) the boy.

the woman the boy the children

21. Find the words that say the boy.

the tree the ball the boy

Lesson 3

22. (say) (look at) the top word. (say) boy. Right, it says boy. Find the bottom word that says boy.

boy

day boy ball

23. Find the word boy. (say) boy.

ball day boy

24. Find the words that say the boy. (You say) the boy.

the ball the day the boy

25. Look at the top word. It says runs. Look at it. (You say) runs. Find the bottom word that is just like the top word. It says runs. (say) runs. Press the button.

runs

now fast runs

26. The top word says runs. Look at it. (say) runs. Good. Find the bottom word that is just like it. (say) runs. Press the button.

runs

runs children news

27. (Say the top word out loud) (look at the top word) yes, it says runs. Find the bottom word that says runs. (say) runs.

runs

sews news runs

28. The top words say the boy runs. (You say) the boy runs. Find the bottom words that say the boy runs. (say) the boy runs.

the boy runs

the boy runs we run boy

29. (Say) (look at) the top words. Yes, the boy runs. Now find the bottom word that says runs. (say) runs.

the boy runs

the boy runs

Lesson 3

30. (say) (look at) the top words. Right, the boy runs. Find the bottom words that say the boy. (You say) the boy.

the boy runs

the ball the cat the boy

31. Find the words that say the boy. (say) the boy.

the the boy bo y

32. Find the words that say the boy runs. (say) the boy runs.

the boy the boy runs the

33. The top word says fast. (say) fast. Find the bottom word that says fast. (say) fast.

fast

far find fast

34. (Say) (look at) the top words. Go ahead (say) (look at) them. Right. The boy runs fast. Find the bottom word that says fast.

the boy runs fast

can go fast

35. Look at the top words. A word is missing. We must find out which word is missing. The top words say the boy runs.(say) the boy runs. Now find the bottom word that would sound right with the top word. (say) fast. Good. The boy runs fast. Fast is the word that sounds right with the top word.

the boy runs ____

fast we children

Lesson 3

36. (Say) (look at) the top words. We can run. Now find the bottom word that says run. Good.

we can run

can run we

37. Look at the top words. A word is missing. One of the bottom words is the missing word. (You say the top words.) (Look at the top words.) Right, we can ____ Now find the bottom word that would sound right with the top words. Run. Press the button. Now the top words would say we can run. That sounds right.

we can ____

boy run the

38. The top words aay children can go. (You say) children can go. Find the bottom word that says go. Goo d.

children can go

go children can

39. A word is missing. The top words say children can___. (say) children can. Find the missing word that would sound right. (say) go. Press the button. Right, now the top words say children can go.

children can ____

fast go the

You did fine work today. YOu're learning many new words. Next time you will need Lesson 4.

Lesson 4

Hello there.

1. These words say the boy runs. (You say) (look at) the boy runs.

the boy runs

2. (Say the top words out loud) (look at the top words). Yes, the boy runs. Now find the bottom words that say the boy runs. (say) the boy runs. Press the button.

the boy runs

we go　　we can go　　the boy runs

3. Find the words that say the boy runs. (Say) the boy runs. Press the button.

the boy runs　　we can go　　we go

4. These words say we run fast. (You say) (look at) we run fast. Good.

we run fast

5. (Say the top words out loud) (look at the top words) The top words say we run fast. Find the bottom words that say we run fast. (say) we run fast.

we run fast

we can go　　we run　　we run fast

6. Find the words that say we run fast. Go ahead (say) (look at) we run fast. Press the button.

we run fast　　we can go　　we run

7. We go. (say) (look at) we go.

we go

8. (Say) (look at) the top words. (say) we go. Find the bottom words that say we go. Press the button.

we go

children go　　we go　　go fast

Lesson 4

9. Find the bottom words that say we go. (say) we go.

go fast we go we run

10. Look at the top word. It says girl. (say) (look at) girl. Look at the three bottom words. Find the word that is just like the top word. It says girl. (say) girl.

girl

boy girl children

11. Look at the top word. It says girl. (say) (look at) girl. Find the bottom word that is just like the top word. It says girl. (say) girl.

girl

children go girl

12. (Say) (look at) the top word. (say) (look at) girl. Find the bottom word that is just like it. (say) girl.

girl

girl will boy

13. (Say) (look at) the top word. Fine. Find the bottom word that says girl. (say) girl.

girl

pail boy girl

14. Find the word that says girl.

we boy girl

15. The top words say the girl runs. (You say) (look at) the girl runs. Find the bottom words that say the girl runs. (say) the girl runs.

the girl runs

we run the boy runs the girl runs

Lesson 4

16. The girl can run fast. (Say) (look at) the girl can run fast.

17. (Say) (look at) the top words. Can the boy or the girl run fast? Press the button. Yes, the girl. The top words said the girl can run fast.

the girl can run fast

we the boy the girl

18. (Say) (look at) the top words. (Say) (look at) the girl can run. Find the bottom words that say can run.

the girl can run

can run go can go

19. (Say) (look at) the top words. Good. The top words say the girl can run fast. Find the bottom word that says fast.

the girl can run fast

ball fast for

20. (Say) (look at) the top words. The girl can run. Now find the bottom word that would sound right with the top words. Yes, the word fast sounds right. The top words should say the girl can run fast.

the girl can run ____

fast we children

21. (Say) (look at) the top words. Yes, the words say the boy runs fast.

the boy runs fast

22. A word is missing. (Say) (look at) the top words. The boy runs. Find the missing word that would sound right. Good. Fast sounds right. The top words should say the boy runs fast.

the boy runs ____

fall girl fast

23. The boy. (say) (look at) the boy. Find the bottom words that say the boy.

the boy

the girl the children the boy

Lesson 4

24. (Say) (look at) the top words. The boy can run. Now, do the top words say the boy or the girl can run? Right, the boy.

the boy can run

the girl the children the boy

25. Look at the top word. It says and. (say) (look at) and. Look at the bottom words. Find the word that is just like the top word. It says and. (say) and. Press the button.

and

and boy all

26. Look at the top word. It says and. (say) (look at) and. Find the bottom word that is just like the top word. It says and. (say) and. Press the button.

and

go and ate

27. (Say) (look at) the top word. Right, and. Find the bottom word that is just like it. (say) and.

and

an ate and

28. (Say) (look at) the top word. and. Find the bottom word that says and. (say) and.

and

all and are

29. Find the word that says and.

can ate and

30. The top words say the boy and girl. Find the bottom word that says and.

the boy and girl

boy and girl

Lesson 4

31. The boy and girl run. (Say) (look at) the boy and girl run.

the boy and girl run

32. The boy and girl run. Find the bottom word that says run.

the boy and girl run

go fast run

33. A word is missing. (Say) (look at) the top words. The boy and girl. Find the bottom word that would sound right. (say) run. The top words should say the boy and girl run.

the boy and girl ____

fast run children

34. (Say) (look at) the top words. Go fast. Find the bottom words go fast.

go fast

we go can go go fast

35. Find the words that say go fast.

go go fast children go

36. (Say) (look at) the top words. The boy and girl go fast. Good. Now find the bottom words that say go fast.

the boy and girl go fast

run fast go fast children go

37. Look at the top word. It says eat. (Say) (look at) eat. Look at the bottom words. Find the word that is just like the top word. It says eat. (say) eat.

eat

run go eat

Lesson 4

38. Look at the top word. It says eat. (Say) (look at) eat. Find the bottom word that is just like the top word. It says eat. (say) eat.

eat

and eat run

39. (Say) (look at) the top word. Eat. Find the bottom word that is just like it. (say) eat.

eat

eat all bat

40. (Say) (look at) the top word. eat. Find the bottom word that says eat. (say) eat.

eat

sat sit eat

41. Find the word that says eat.

eat ate sit

42. (Say) (look at) the top words. The boy and girl eat. Right. Find the bottom word that says eat.

the boy and girl eat

boy girl eat

43. We eat. (Say) (look at) we eat. Find the bottom word eat.

we eat

and eat boy

44. Children eat. Find the bottom word eat.

children eat

run eat go

Lesson 4

45. The boy and girl eat. Find the bottom word eat.

the boy and girl eat

run   eat   go

46. Find the words that say we eat.

we go   we run   we eat

47. (Say) (look at) the top words. Yes, the children eat. Find the bottom words that say the children.

the children eat

the boy   the children   the girl

48. (Say) (look at) the top words. The children. Now find the bottom word that would sound right. (say) eat. Now the top words would say the children eat.

the children _____

eat   fast   the

49. (Say) (look at) the top words. The children can run. Find the bottom words that say the children.

the children can run

the boy   the children   the girl

50. (Say) (look at the top words. The boy and girl can eat. Find the bottom words that say can eat.

the boy and girl can eat

can eat   can run   can go

51. (Say) (look at) the top words. Find the picture that goes with the words. Press the button. Yes, the children can eat.

the children can eat

picture of girl   picture of boy   picture of children eating

Lesson 4

52. (Say) (look at) the top words. The boy and girl can run. Find the bottom picture that goes with the words. Good.

the boy and girl can run

picture of boy and girl running	picture of a boy	picture of a dog

That's all for today. You did very well. Next time you will need Lesson 5.

Lesson 5 See how carefully you can word today.

1. The top words say the boy can run fast. (say) (look at) the boy can run fast. Good. Now find the bottom words that say the boy. (say) the boy. Press the button.

   the boy can run fast

   the boy children we

2. And. (say) (look at) and.

   and

3. (Say the top word into the microphone) (Look at the top word.) And. Find the bottom word that says and.

   and

   can and boy

4. Find the word that says and. (say) (look at) and.

   can and boy

5. Can. (say) (look at) can.

   can

6. (Say) (look at) the top word. Right. It says can. Find the bottom word that says can. (Say) can.

   can

   and can girl

7. Find the word that says can. Can.

   corn ran can

8. The top words say the girl runs. (You say) (look at) the girl runs. Find the bottom words that say the girl runs.

   the girl runs

   the girl runs we run we go

Lesson 5

9. The girl. (say) (look at) the girl.

the girl

10. (say) (look at) the to p words. The girl. Find the bottom words that say the girl.

the girl

the boy the girl children

11. Find the words that say the girl.

the girl the girl

12. Find the words that say the girl runs.

girl the girl runs the girl

13. Find the words that say the girl runs.

the boy runs we run the girl runs

14. The top words say we eat. (You say) (look at) we eat. Now find the bottom words that say we eat.

we eat

we run we eat we go

15. Children eat. (You say) (look at) children eat.

children eat

16. (Say) (look at) the top words. Children eat. Now find the bottom words that say children eat.

children eat

we eat we run children eat

Lesson 5

17. Find the words that say children eat.

we go children eat eat

18. The top words say the boy and girl. (Go ahead say) (Go ahead look at) boy and girl. Fine. Find the bottom word that says and.

the boy and girl

and eat can

19. The boy and girl eat. (Say) (look at) the boy and girl eat.

the boy and girl eat

20. One of the words is missing. Which bottom word is the missing word? The top words should say the boy and girl eat. And was the missing word.

the boy ____ girl eat

can and run

21. (Say) (look at) the top words. The boy ____ girl run. Find the bottom word that would sound right. Yes, the top words should say the boy and girl run.

the boy ____ girl run

and go children

22. Look at the top word. It says Billy. (Say) (look at) Billy. Look at the three bottom words. Find the word that is just like the top word. It says Billy. (Say) Billy. Press the button.

Billy

Billy boy children

23. Look at the top word. It says Billy. (Say) (look at) Billy. Find the bottom word that is just like the top word. It says Billy. (Say) Billy.

Billy

boy Billy silly

Lesson 5

24. (Say) (look at) the top word. Right, Billy. Find the bottom word that is just like it. (say) Billy.

Billy

big baby Billy

25. (Say) (look at) the top word. Billy. Find the bottom word that says Billy. (say) Billy.

Billy

Billy silly big

26. Find the word that says Billy. Press the button.

boy ball Billy

27. The top words say Billy runs. (You say) (look at) Billy runs. Good. Find the bottom word that says Billy.

Billy runs

Billy the and

28. Billy can run. (say) (look at) Billy can run.

Billy can run

29. (Say) (look at) the top words. Billy can run. Now find the bottom word that says Billy.

Billy can run

can Billy run

30. Billy can eat. (Say) (look at) Billy can eat.

Billy can eat

31. (say) (look at) the top words. Billy can eat. Find the bottom words that say can eat.

Billy can eat

can run can eat Billy

Lesson 5

32. Billy and the girl eat. (You say) (look at) Billy and the girl eat.

Billy and the girl eat

33. A word is missing. (Say) (look at) the top words. Right. Now find the bottom word that would sound right in the top words. Press the button. Yes, the top words should say Billy and the girl eat.

Billy ____ the girl eat

the girl and Billy

34. Look at the top word. It says is. (Say) (look at) is. Good. Look at the three bottom words. Find the word that is just like the top word and says is. (say) is. Press the button.

is

we is and

35. Look at the top word. It says is. (Say) (look at) is. Find the bottom word that is just like the top word. (say) is.

is

is we it

36. (Say the top words out loud) (look at the top words) Is. Find the bottom word that is just like it. (say) is.

is

in we is

37. (Say) (look at) the top word. Is. Find the bottom word that says is.

is

in it is

38. The top words say Billy is the boy. (You say) (look at) Billy is the boy. Good. Now find the bottom word that says is.

Billy is the boy

we the is

Lesson 5

39. Billy is fast. (say) (look at) Billy is fast.

Billy is fast

40. (Say) (look at) the top words. Right. Billy is fast. Find the bottom words that say is fast.

Billy is fast

Billy is the boy is fast

41. Billy is the boy. (Say) (look at) Billy is the boy.

Billy is the boy

42. (Say) (look at) the top words. Find the word that would sound right. Yes, is. The top words should say Billy is the boy.

Billy ____ the boy

is go the

43. Look at the top word. It says Mary. (Say) (look at) Mary. Look at the three bottom words. Find the word that is just like the top word. (say) Mary.

Mary

Billy Mary boy

44. Look at the top word. It says Mary. (Say) (look at) Mary. Now find the bottom word that is just like the top word. (Say) Mary.

Mary

make fast Mary

45. (Say) (look at) the top word. Mary. Find the bottom word that says Mary.

Mary

most more Mary

46. (Say) (look at) the top word. Mary. Good. Find the bottom word that says Mary.

Mary

Mary Billy many

Lesson 5

47. Find the word that says Mary.

Billy funny Mary

48. The top words say Mary is the girl. (say) (look at) Mary is the girl. Fine. Find the bottom word that says Mary.

Mary is the girl

Billy we Mary

49. Mary can eat. (You say) (look at) Mary can eat.

Mary can eat

50. (Say) (look at) the top words. Right. Mary can eat. Find the bottom word that says Mary.

Mary can eat

run the boy Mary

51. Mary is the girl. (Say) (look at) Mary is the girl.

Mary is the girl

52. (Say) (look at) the top words. Mary is the girl. Find the bottom words that say is the girl. Is the girl.

Mary is the girl

is fast is the girl Mary

Very good. That was good work. You will need Lesson 6 next time.

Lesson 6

Hello there. Let's see how well you can work today.

1. And. (say) (look at) and. Find the bottom word that says and. (say) and. Press the button.

and

can and boy

2. And. (say) (look at) and.

and

3. Find the word that says and. (say) and.

can and boy

4. Boy and girl. (You say) (look at) boy and girl.

boy and girl

5. (Say) (look at) the top words. Boy and girl. Right. Find the bottom words that say boy and girl.

boy and girl

boy girl boy and girl

6. Look at the top word. It says a. (Say) (look at) a. Look at the three bottom words. Find the little word that is just like the top word. It says a. (say) a. Press the button.

a

we a is

7. Look at the top word. It says a. (say) (look at) a. Find the bottom word that is just like the top word. (say) a.

a

is we a

Lesson 6

8. (Say the top word out loud) (look at the top word). a. Find the bottom word that says a. (say) a.

a

is we a

9. (Say) (look at) the top word. a. Find the bottom word that says a. (say) a.

a

and a is

10. Find the bottom word that says a.

a

a are an

11. Find a.

a and is

12. The top words say Mary is a girl. (Say) (look at) Mary is a girl. Good. Find the bottom word that says a.

Mary is a girl

a Mary children

13. (Say) (look at) the top words. Mary is a girl. Find the bottom words that say a girl.

Mary is a girl

a boy a girl the children

14. Find the words that say a girl.

a girl a boy a dog

Lesson 6

15. (Say) (look at) the top words. Mary is ____ girl. Find the bottom word that would sound right. Press the button. Yes, the top words should say Mary is a girl.

Mary is ____ girl

a and is

16. Billy is a boy. (Say) (look at) Billy is a boy.

Billy is a boy

17. (Say) (look at) the top words. Billy is a boy. Find the bottom words that say a boy.

Billy is a boy

run a girl a boy

18. Find the word a.

Billy a Mary

19. Billy and Mary go. (say) (look at) Billy and Mary go.

Billy and Mary go

20. (Say) (look at) the top words. Billy ____ Mary go. Find the bottom word that would sound right. Yes, the top words should say Billy and Mary go.

Billy ____ Mary go

and can a

21. Boy (say) (look at) boy

boy

22. (Say) (look at) the top word. Boy. Find the bottom word that says boy.

boy

girl go boy

23. Find the word boy.

boy Billy go

24. Billy is a boy. (say) (look at) Billy is a boy. Find the bottom word is.

Billy is a boy

is boy it

25. (Say) (look at) the top words. ____ is a boy. Find the word that sounds right. Press the button. Yes, Billy. Billy is a boy.

____ is a boy

Mary Billy children

26. Look at the top word. It says play. (say) (look at) play. Look at the three bottom words. Find the word that is just like the top word. It says play. (say) play. Press the button.

play

and play can

27. Look at the top word. It says play. (say) (look at) play. Find the bottom word that is just like the top word. (say) play.

play

the children play

28. (say) (look at) the top word. Play. Find the bottom word that is just like it. (say) play.

play

play clay dog

29. (say) (look at) the top word. Play. Find the bottom word play.

play

put stay play

30. Find the word that says play.

day play put

31. The children play. (say) (look at) the children play.

the children play

32. (Say) (look at) the top words. The children play. Find the bottom word that says play.

the children play

the children play

33. The boy can play. (Say) (look at) the boy can play.

the boy can play

34. (Say) (look at) the top words. The boy can ____. Find the bottom word that would sound right. Good. Play. The boy can play.

the boy can ____

and girl play

35. (Say) (look at) the top words. Billy can run and ____ Find the word that sounds right. Good. Billy can run and play.

Billy can run and ____

children play is

36. Look at the top word. It says dog. (Say) (look at) dog. Look at the three bottom words. Find the word that is just like the top word. (say) dog.

dog

doll boy dog

37. Look at the top word. It says dog. (say) (look at) dog. Find the bottom word that is just like the top word. It says dog. (say) dog.

dog

day big dog

Lesson 6

38. (Say) (look at) the top word. Dog. Find the bottom word that is just like it.

dog

do day dog

39. (Say) (look at) the top word. Dog. Find the word dog.

dog

day dig dog

40. Find the word that says dog.

big dog boy

41. A dog. (say) (look at) a dog.

a dog

42. (Say) (look at) the top words. A dog. Find the bottom words that say a dog.

a dog

a boy a girl a dog

43. (Say) (look at) the top words. A dog. Right. Find the bottom words that say a dog.

a dog

a dog a doll a day

44. Find the words that say the dog.

the dog the boy runs the girl runs

45. The dog can play. (say) (look at) the dog can play. Find the bottom words that say the dog.

the dog can play

the boy the girl the dog

Lesson 6

46. (Say) (look at) the top words. The dog can play. Find the bottom words that say can play.

the dog can play

can play can run can eat

47. A boy and dog can play. (say) (look at) a boy and dog can play. Find the bottom words that say can play.

a boy and dog can play

can run can eat can play

48. The dog can run fast. (Say) (look at) the dog can run fast.

the dog can run fast

49. (Say) (look at) the top words. Good. The dog can run. Find the bottom word that would sound right. Yes, fast. The dog can run fast.

the dog can run ____

play fast go

50. Mary can play. (Say) (look at) Mary can play.

Mary can play

51. (Say) (look at) the top words. Now find the picture that goes with the words.

Mary can play

picture of a girl with milk

picture of a girl playing

picture of girl at the table

52. The dog can eat. (Say) (look at) the dog can eat.

the dog can eat

53. (Say) (look at) the top words. Now find the picture that goes with the words.

the dog can eat

picture of dog

picture of dog

picture of dog eating

Very good. That's all for today. You will need Lesson 7 next time.

Lesson 7

Hello there.

1. These words say a dog. (say) (look at) a dog.

a dog

2. A dog can play. (say) (look at) a dog can play. Good. Find the bottom words that say a dog.

a dog can play

a girl a dog a boy

3. The dog. (say) (look at) the dog.

the dog

4. (Say the top words) (look at the top words.) Yes, the top words say the dog runs fast. Find the bottom words that say the dog.

the dog runs fast

a dog the girl the dog

5. Look at the top word. It says big. (Say) (look at) big. Look at the bottom words. Find the word that is just like the top word. (say) big.

big

big little play

6. Look at the top word. It says big. (say) (look at) big. Find the bottom word that is just like the top word. (say) big.

big

fast dog big

7. (Say) (look at) the top word. Big. Find the bottom word that is just like it. (say) big.

big

Billy boy big

Lesson 7

8. (Say) (look at) the top word. Big. Find the bottom word that says big.

big

big boy bag

9. Find the word that says big.

boy girl big

10. (Say) (look at) the top words. Right. The top words say the dog is big. Find the bottom word that says big.

the dog is big

dog day big

11. The big dog runs. (Say) (look at) the big dog runs.

the big dog runs

12. (Say) (look at) the top words. The big dog runs. Right. Find the bottom words that say the big dog.

the big dog runs

runs the big dog a boy

13. (Say) (look at) the top words. The big dog. Right. Find the word that says big.

the big dog

boy dog big

14. Look at the top word. It says little. (say) (look at) little. Good. Look at the bottom words. Find the word that is just like the top word. (say) little.

little

boy little fall

Lesson 7

15. Look at the top word. It says little. (say) (look at) little. Find the word that is just like the top word. (say) little.

little

look lose little

16. (Say) (look at)the top word. Go ahead. Little. Find the bottom word that is just like it.

little

little like look

17. (Say) (look at) the top word. Little. Find little.

little

tall likes little

18. Find the word that says little.

land littl e look

19. The top words say the boy is little. (say) (look at) the boy is little. Find the bottom word that says little.

the boy is little

little fast big

20. The little boy runs. (say) (look at) the little boy runs.

the little boy runs

21. (Say) (look at) the top words. Good. The little boy runs. Find the bottom words that say the little boy.

the little boy runs

boy the little boy the boy

Lesson 7

30. (Say) (look at) the top word. Yes. Find yes.

Yes

you go yes

31. Find the word that says yes.

yet yes pet

32. Look at the top word. It says no. (say) (look at) no. Look at the bottom words. Find the bottom word that is just like the top word. It says no. (say) no.

no

yes no boy

33. Look at the top word. It says no. Find the bottom word that is just like it. (say) no.

no

yes no play

34. (Say) (look at) the top word. No. Find the bottom word that is just like it.

no

now me no

35. (Say) (look at) the top word. No. Find the bottom word no.

no

no so yes

36. Find the word that says no.

yes no *

Lesson 7

22. (say) (look at) the top words. The little boy. Right. Find the bottom word little.

the little boy

look like little

23. Billy is big. (say) (look at) Billy is big.

Billy is big

24. (Say) (look at) the top words. Billy is big. Find the bottom word is.

Billy is big

big is we

25. Mary is little. (Say) (look at) Mary is little.

Mary is little

26. (Say) (look at) the top words. You are right. Mary is little. Find the bottom word is.

Mary is little

little Mary is

27. Look at the top word. It says yes. (say) (look at) yes. Look at the bottom words. Find the word that is just like the top word. (say) yes.

yes

yes no we

28. Look at the top word. It says yes. (say) (look at) yes. Find the word that is just like the top word. (say) yes.

yes

no we yes

29. (Say) (look at) the top word. Yes. Find the bottom word that is just like it.

yes

yet you yes

37. Find the word that says no.

boy yes no

38. Find the word that says yes.

yes no *

39. Billy can eat. (say) (look at) Billy can eat.

Billy can eat

40. (Say) (look at) the top words. Do the top words say Billy can eat? Yes, so press the button that goes with yes.

Billy can eat

yes no every

41. Mary can play. (Say) (look at) Mary can play.

Mary can play

42. (Say) (look at) the top words. Do the top words say Mary can play? Yes, so press the button that goes with yes.

Mary can play

no yes sometime

43. (Say) (look at) the top words. Do the top words say Mary can play? No, so press the button that goes with no.

Mary can go

yes no *

44. (Say) (look at) the top words. Do the top words say Mary runs? Yes, and you pressed the button that says yes.

Mary runs

yes no perhaps

Lesson 7

45. (Say) (look at)the top words. Do the top words say Billy is little? No, the words say the dog runs so you pressed the button that said no.

the dog runs

yes no *

Very good. Next time you will need Lesson 8.

1. These words say the boy can play. (You say) (look at) the boy can play.

the boy can play

2. (say) (look at) the top words. Right. The boy can play. Find the bottom word play.

the boy can play

play go run

3. Find the words that say can play. (say) can play.

can play can go and play

4. A word is missing. (Say) (look at) the top words. Find the bottom word that sounds right. Yes. Play is the missing word. The top words should say Billy can play.

Billy can ____

play girl is

5. Look at the top word. It says house. (say) house. Look at the bottom words. Find the word that is just like the top word. (say) house.

house

yes no house

6. Look at the top word. It says house. (say) house. Find the word that is just like the top word. (say) house.

house

hat this house

7. (Say) (look at) the top word. Right, house. Find house.

house

mouse house hold

Lesson 8

8. (Say) (look at) the top word. House. Find the bottom word house.

house

house horse hear

9. Find the word house.

fast little house

10. The top words say a house is big. (You say) (look at) a house is big. Find the bottom words that say a house.

a house is big

a house a boy a girl

11. (Say) (look at) the top words. Now find the bottom word that sounds right with the top words. Good. Big is the missing word. A house is big.

a house is ____

big boy no

12. Find the words that say a house.

a house a dog a boy

13. (Say) (look at) the top words. The big ____. Find the bottom word that sounds right. Yes, house. The big house sounds right.

the big ____

house little run

14. Yes. (Say) (look at) yes.

yes

15. (Say) (look at) the top words. Do the top words say Billy and Mary. Press the button yes.

Billy and Mary

yet yes go

Lesson 8

16. No. (Say) (look at) no.

no

17. (Say) (look at) the top words. Do the top words say Billy and Mary? No. The top words say the children can go. So press the button that says no.

the children can go

how so no

18. (Say) (look at) the top words. Do the top words say the house is big? Yes. So press the button that says yes.

the house is big

yes no go

19. (Say the top words out loud) (Look at the top words). Do the top words say the little house? No. The top words say the big house.

the big house

boy yes no

20. Look at the top word. It says in. (say) (look at) in. Find the word that is just like the top word. It says in. (say) in.

in

in is a

21. Look at the top word. It says in. (say) (look at) in. Find the bottom word that says in. (say) in.

in

is and in

22. (Say) (look at) the top word. Good. It says in. Find the bottom word in.

in

on is in

Lesson 8

23. (Say) (look at) the top word. In. Find in.

in

in   or   on

24. Find the word in.

is   in   on

25. The top words say Billy can go in. (You say) (look at) Billy can go in. Find the bottom words that say go in.

Billy can go in

go in   can   Billy

26. Find the words that say go in.

is   play in   go in

27. (Say) (look at) the top words. Billy can go ___. Find the bottom word that sounds right. Yes, Billy can go in.

Billy can go ____

can   in   is

28. We can eat. (say) (look at) we can eat.

we can eat

29. (Say) (look at) the top words. Find the missing word. Right, eat is the missing word. We can eat.

we can ___

children   and   eat

30. (say) (look at) the top words. Find the missing word.

the dog can ___

big   eat   a

Lesson 8

31. Look at the top word. It says with. (say) (look at) with. Find the word that is just like the top word. It says with. (say) with.

with

with is we

32. Look at the top word. It says with. (say) (look at) with. Find the word that says with. (say) with.

with

and wall with

33. (Say) (look at) the top word. With. Find with.

with

with milk walk

34. (say) (look at) the top word. With. Find with.

with

walk with wall

35. Find the word with.

big fast with

36. The top words say Billy is with the dog. Find the bottom word that says with.

Billy is with the dog

is the with

37. (Say) (look at) the top words. Now find the missing word. Yes, with is the missing word. Billy is with the dog.

Billy is ____ the dog

and with we

Lesson 8

38. (Say) (look at) the top words. Now find the missing word. Yes, dog. Billy can play with the dog and you chose dog as the missing word.

Billy can play with the ____

dog Mary is

39. (Say) (look at) the top words. Find the picture that goes with the words. Right, the top words say Billy can go with the girl.

Billy can go with the girl

picture of boy and girl	picture of a boy	picture of a girl

40. (Say) (look at) the top words. Find the missing word. With, the children play with the dog.

the children play ____ the dog

with in a

41. (Say) (look at) the top words. Find the missing words. Yes, can play. The dog can play.

the dog ____ ____

can play we run the girl

42. Find the missing word. Yes, boy is the missing word. Billy is a boy.

Billy is a ____

boy we run

43. (Say) (look at) the top words. A big dog. Find the bottom words that say a big dog.

a big dog

a dog a big boy a big dog

Lesson 8

44. (Say) (look at) the top words. Find the picture that goes with the words. Right. The top words say the big dog and the boy go.

the big dog and the boy go

picture of a boy	picture of a dog	picture of a boy and a dog running

45. (Say) (look at) the top words. Find the picture that goes with the words. Good, the top words say the little dog and the big dog play. You did very well.

Next time you will need Lesson 9.

Lesson 9

1. The top word says in. (Say) (look at) in. Find the bottom word that says in. (say) in.

in

is   in   the house

2. The top words say the house. (You say) (look at) the house. Good. Find the bottom words that say the house. (say) the house

the house

is   in   the house

3. Go in the house. (You say) (look at) go in the house.

go in the house

4. (Say) (look at) the top words. Good. Go in the house. Now find the bottom word that says the.

go in the house

the   in   go

5. Find the words that say the big house. (You say) (look at) the big house.

the big house   a house   house

6. The top word says with. (say) (look at) with. Find the bottom word that says with.

with

the boy runs   with   the dog

7. The top words say the boy is in the house. (You say) (look at) the boy is in the house. Fine. Find the word that says is.

the boy is in the house

is   in   and

8. (Say) (look at) the top words. Find the missing word. Good. Is is the missing word. The top words should say the boy is with the dog.

the boy ____ with the dog

is   big   and

Lesson 9

9. (Say) (look at) the top words. Find the missing word. Yes, the top words should say the boy is in the house.

the boy is ____ the house

is in and

10. The children run and play. (Say) (look at) the children run and play.

the children run and play

11. (Say) (look at) the top words. Find the missing word. Fine, the top words should say the children run and play.

the children run and ____

play big dog

12. The girl can eat and play. (Go ahead say those words) (look at those words) The girl can eat and play.

the girl can eat and play

13. (Say) (look at) the top words. The girl can eat and play. Now find the bottom words that say the girl.

the girl can eat and play

the children the boy the girl

14. (Say) (look at) the top words. Then find the missing words. Yes, the top words should say the girl can play.

the girl ____ ____

is a can play big little

15. Look at the top word. It says airplane. (Say) (look at) airplane. Find the bottom word that is just like the top word. It says airplane. (say) airplane.

airplane

children play airplane

Lesson 9

16. (Say) (look at) the top word. Airplane. Right. Find airplane.

airplane

and away airplane

17. (Say) (look at) the top words. The airplane. Good, now find the words that say the airplane.

the airplane

the airplane the boy the girl

18. The airplane can go fast. (say) (look at) the airplane can go fast.

the airplane can go fast

19. (Say) (look at) the top words. Can go fast. Find the missing words. Yes, the top words should say the airplane can go fast.

____ ____ can go fast

the house the airplane we play

20. (Say) (look at) the top words. Mary can go in the . Find the missing word. Good. The top words should say Mary can go in the airplane.

Mary can go in the ____

airplane play dog

21. (Say) (look at) the top words. Do the top words say Billy is in the house? Press the button. Yes.

Billy is in the house

yes no airplane

22. Find the words that say the airplane.

a boy a dog the airplane

23. The dog and the boy. (say) (look at) the dog and the boy.

the dog and the boy

Lesson 9

24. (Say) (look at) the top words. Right. The dog and the boy. Find the bottom word and.

the dog and the boy

and a is

25. (Say) (look at) the top words. The dog ____ the boy run fast. Find the missing word. The top words should say the dog and the boy run fast. And is the missing word.

the dog ____ the boy run fast

and a is

26. Look at the top word. It says sleep. (say) (look at) sleep. Find the word that is just like the top word. It says sleep. (say) sleep.

sleep

children sleep Billy

27. (Say) (look at) the top word. Good. Sleep. Find sleep.

sleep

stay play sleep

28. (Say) (look at) the top word. Sleep. Find sleep.

sleep

sleep stay stop

29. Find the word that says sleep.

stop sleep run

30. We can sleep. (say) (look at) we can sleep.

we can sleep

31. (Say) (look at) the top words. Now find the missing word. Yes, we can and you said sleep.

we can ____

fast big sleep

Lesson 9

32. Look at the top word. It says up. (say) (look at) up. Find the word that is just like the top word. It says up. (say) up.

up

up is go

33. (Say) (look at) the top word. Up. Find the bottom word up.

up

in up it

34. (Say) (look at) the top word. Up. Find the bottom word up.

up

cup up top

35. Find the word that says up.

up my yes

36. (Say) (look at) the top words. Go ahead. We go up. Good. We go up. Find the bottom word up.

we go up

we up go

37. (Say) (look at) the top words. (Say) (look at) them. The airplane is ____. Now find the missing word. Yes, up is the missing word. The airplane is up.

the airplane is ____

up in the house

38. (Say) (look at) the top words. (Say) (lookat) them. Now, do the top words say Billy is in the house? Press the button. No. The top words say Billy is in the airplane.

Lesson 9

39. (Say) (look at) the top words. We sleep in the ___. Find the missing word. Good. House is the missing word. The top words should say we sleep in the house.

we sleep in the ___

house dog boy

40. (Say) (look at) the top words. We can go up. Find the bottom word up.

we can go up

can down up

41. (Say) (look at) the top words. (Say) (look at) them. Mary is with Billy. Find the bottom word with.

Mary is with Billy

with Billy and

42. (Say) (look at) the words. (Say) (look at) them. Good. Find the picture that goes with the words. You are right. The top words say the girl and the airplane go up.

Very good. Next time you will need Lesson 10.

Lesson 10

Hello there. Let's look and listen very carefully today.

1. The top words say the dog. (Say) (look at) the dog. Find the words that say the dog.

the dog

a dog the bag the dog

2. (Say) (look at) the top words. Good. The dog. Find the bottom word that says the.

the dog

this the to

3. The dog is little. (Say) (look at) the dog is little.

the dog is little

4. (Say) (look at) the top words. The dog is little. Right. Find the bottom word that says little.

the dog is little

look ladle little

5. The dog is big. (Say) (look at) the dog is big.

the dog is big

6. (Say) (look at) the top words. The dog is big. Right. Find the bottom word that says is.

the dog is big

is in it

7. Yes. (say) (look at) yes.

yes

8. (Say) (look at) the top word. Find the bottom word yes.

yes

you yes yet

9. No. (say) (look at) no.

no

Lesson 10

10. (Say) (look at) the top word. no. Find the bottom word no.

no

no on so

11. (say) (look at) the top words. Good. Do the top words say the dog is little? Press the button.

the dog is little

no yes big

12. (Say) (look at) the top words. Do the top words say the dog can sleep? No, the top words say the dog can eat.

the dog can eat

yes no boy

13. Go up. (say) (look at) go up.

go up

14. (Say) (look at) the top words. Good. Go up. Find the bottom words that say go up.

go up

we go go in go up

15. We can go up. (say) (look at) we can go up

we can go up

16. (Say) (look at) the top words. Fine. Now find the missing word. Good. The top words should say we can go up.

we can go ____

dog up go

17. Look at the top word. It says down. (say) (look at) down. Find the word that is just like the top word. It says down. (say) down.

down

boy dog down

Lesson 10

18. (Say) (look at) the top word. Down. Find down.

down

down do dog

19. (Say) (look at) the top word. Down. Find down.

down

town up down

20. Find the word that says down.

crown down dog

21. The top words say up and down. (say) (look at) up and down. Good. Find the bottom worn down.

up and down

and down up

22. (Say) (look at) the top words. We can go up and ____. Find the missing word. Yes, down is the missing word. We can go up and down.

we can go up and ____

dog down children

23. (Say) (look at) the top words. The airplane is ____. Find the missing word. Good. The airplane is down.

the airplane is ____

down house airplane

24. (Say) (look at) the top words. The boy can go ____. Find the missing word. Yes, down is the missing word. The boy can go down.

the boy can go ____

dog down girl

Lesson 10

25. Look at the top word. It says cat. (say) (look at) cat. Find the word that is just like the top word. It says cat. (say) cat.

cat

cat dog can

26. (Say) (look at) the top word. Cat. Find cat.

cat

cat eat dog

27. (say) (look at) the top word. Cat. Find cat.

cat

cat cut eat

28. Find the word that says cat.

can cat bat

29. (Say) (look at) the top words. Right. Little cat. Find the bottom word cat.

little cat

eat little cat

30. Play with the cat. (say) (look at) play with the cat.

play with the cat

31. (Say) (look at) the top words. Find the missing word. Yes. Play with the cat.

play with the ____

run red cat

Lesson 10

32. (Say) (look at) the top words. Do the top words say the little cat can sleep? Press the button.

the little cat can sleep

yes no run

33. Look at the top word. It says has. (say) (look at) has. Find the word that is just like the top word. It says has. (say) has.

has

has is with

34. (Say) (look at) the top word. has. Find has.

has

hot has as

35. (Say) (look at) the top word. Has. Good. Find the bottom word has.

has

his him has

36. Find the word that says has.

fast has down

37. (Say)the top words. Billy has a cat. Very good. Find the bottom word has.
Look at)

Billy has a cat

is the has

38. (Say) (look at) the top words. Billy has a dog. Right. Find the word has.

Billy has a dog

house with has

Lesson 10

39. (say) (look at) the top words. Yes, Billy has a little airplane. Find the bottom word that says airplane.

Billy has a little airplane

has airplane little

40. (Say) (look at) the top words. Find the missing word. Good. Has is the missing word. The top words should say Billy has a little airplane.

Billy ____ a little airplane

is dog has

41. Find the words that say has a cat. (say) has a cat.

has a cat cat has

42. Look at the top word. It says black. (say) (look at) black. Find the word that is just like the top word. It says black. (say) black.

black

play big black

43. (Say) (look at) the top word. Black. Find black.

black

down black big

44. (Say) (look at) the top word. Black. Good. Find black.

black

black back track

45. Find the word that says down.

down big back

Lesson 10

46. The top words say the dog is black. Find the bottom word black.

the dog is black

little black dog

47. (Say) (look at) the top words. Find the missing word. Right, the cat is black.

Very good. Next time you will need Lesson 11.

Lesson 11   Hello. Show how well you can work today.

1. The top words say the black cat. (You say) (look at) the black cat. Find the bottom word that says black. (say) black.

the black cat

brown   black   big

2. The dog is black. (say) (look at) the dog is black. Good. Find the bottom word that says black.

the dog is black

is black   is up   black

3. (Say) (look at) the top words. Very good. The dog is black. Find the bottom word is.

the dog is black

in   is   it

4. Look at the top word. It says ball. (say) (look at) ball. Find the word that is just like the top word, It says ball. (say) ball.

ball

ball   boy   house

5. (say) (look at) the top word. Right. Ball. Find ball.

ball

ball   big   bill

6. (Say) (look at) ball. Find ball.

ball

ball   black   boy

7. Find the word that says ball.

dog   ball   red

Lesson 11

8. (Say) (look at) the top words. Go ahead. We play ball. Very good. Find the bottom word ball.

we play ball

house children ball

9. (Say) (look at) the top words. Find the missing word. Yes, we play ball.

we play ____

big girl ball

10. (Say) (look at) the top words. Mary can play ball. Good. Find the bottom word ball.

Mary can play ball

house children ball

11. Look at the top word. It says red. (say) (look at) red. Find the word that is just like the top word. It says red. (say) red.

red

red children airplane

12. (Say) (look at) the top word. Red. Good. Find red.

red

ball red set

13. (Say) (look at) red. Right. Find red below.

red

ball met red

14. Find the word that says red.

house ball red

Lesson 11

15. (Say) (look at) the words. The house is red. What color is the house? Press the button. Red.

the house is red

run runs red

16. (Say) (look at) the top words. Find the missing word. Yes, the house is red.

the house is ____

red children run

17. The ball is red. (say) (look at) the ball is red.

the ball is red

18. (Say) (look at) the top words. Do the top words say the ball is little? Press the button.

the ball is red

yes no big

19. Look at the top word. It says funny. (say) (look at) funny. Find the word that is just like the top word. (say) funny.

funny

is funny a

20. (Say) (look at) the top word. Funny. Find funny.

funny

is fast funny

21. (Say) (look at) the top word. Funny. Find funny.

funny

bunny fast funny

22. Find the word that says funny.

house funny red

Lesson 11

23. (Say) (look at) the top words. The boy is funny. Right. Now find the bottom word funny.

the boy is funny

funny house fast

24. (Say) (look at) the top words. Find the missing word. Good, the boy is funny.

the boy is ____

run funny sleep

25. The cat is funny. (say) (look at) the cat is funny.

the cat is funn y

26. (Say) (look at) the top words. Do the top words say the cat is funny? No. The top words say the cat is black.

the cat is black

no yes fast

27. (Say) (look at) the top words. The dog can play. Very good. Now find the bottom words that say the dog.

the dog can play

the girl the dog the boy

28. (Say) (look at) the top words. Find the missing word. Yes, the dog can play. Play is the missing word.

the dog can ____

house play up

29. (Say) (look at) the top words. (Say them) (Look at them) Find the picture that goes with the words. Yes, the words say the little dog and the children play.

the little dog and the children play

picture of a girl	picture of children playing with a dog	picture of a dog

Lesson 11

30. (Say) (look at) the top words. The cat can eat. Find can.

the cat can eat

eat cat can

31. (Say) (look at) the top words. Billy has a black dog. Right. Find the bottom word black.

Billy has a black dog

Billy black ball

32. Find the words that say black dog.

black cat black dog big

33. (Say) (look at) the top words. (Did you say) (look at) the little dog is black. Good. Now find the bottom word little.

the little dog is black

little dog black

34. (Say) (look at) the top words. The girl is Mary. Now find Mary.

the girl is Mary

Mary Billy boy

35. (Say) (look at) the top words. Mary can go fast. Who do the top words say can go fast. Who? Mary.

Mary can go fast

Billy the children Mary

36. (Say) (look at) the top words. Mary runs fast. Find the bottom words that say runs fast.

Mary runs fast

runs fast eat fast eat and run

Lesson 11

37. Find the words that say runs fast.

gofast runs fast is fast

38. The airplane is red. (Say) (look at) the airplane is red.

the airplane is red

39. (Say) (look at) the top words. What do they say? Find is. Find the bottom word is.

the airplane is red

in is as

40. Find the words that say is red.

is big is red is fast

41. Now (say) (look at) the top words. Run with the dog. Run with the dog. Find with.

run with the dog

the we with

42. Find with

with we and

43. (Say) (look at) the top words. (Let me hear you say them) (look at them) Very good. Find the bottom words that say is up.

the cat is up

is down is in is up

Very good. Next time yo u will need Lesson 12.

Lesson 12

1. The top word says has. (Say) (look at) has. Find the word that says has. (say) has.

has

her his has

2. Mary has a house. (You say) (look at) Mary has a house.

Mary has a house

3. (Say) (look at) the top words. Mary has a house. Right. Find has.

Mary has a house

house Mary has

4. The girl can eat. (say) (look at) the girl can eat.

the girl can eat

5. (Say) (look at) the top words. Find the missing word. Right, the missing word is eat. The top words should say the girl can eat.

the girl can ____

boy dog eat

6. Eat with Billy. (say) (look at) eat with Billy.

eat with Billy

7. (Say) (look at) the top words. Eat with Billy. Find with.

eat with Billy

runs with eat

8. Play with the cat. (say) (look at) play with the cat.

play with the cat

9. (Say) (look at the top words. Play with the cat. Find the words that say the cat.

play with the cat

the dog the ball the cat

Lesson 12

10. The cat is with the dog. (Say) (look at) the cat is with the dog.

the cat is with the dog

11. Now I want you to (say) (look at) the top words. Find the picture that goes with the top words. Yes, the cat is with the dog.

the cat is with the dog

picture of a cat and a dog	picture of a boy and a dog	picture of a girl and a dog

12. The ball is black. (Say) (look at) the ball is black.

the ball is black

13. (Say) (look at) the top words. What color is the ball? Good. Press the button.

the ball is black

big black funny

14. Find the word black.

ball fast black

15. A funny black dog. (Say) (look at) a funny black dog.

a funny black dog

16. (Say) (look at) the top words. A funny black dog. Right. Find funny.

a funny black dog

dog funny black

17. Find the words that say funny dog. Funny dog.

little dog big dog funn y dog

Lesson 12

18. Find funny.

funny big children

19. Red and black. (Say) (look at) red and black.

red and black

20. (Say) (look at) the top words. Red and black. Right. Find red.

red and black

can red eat

21. A big red ball. (Say) (look at) a big red ball.

a big red ball

22. (I want you to say) (I want you tolook at) the top words. A big red ball. Find red.

a big red ball

ball red big

23. Find red.

up can red

24. (Say) (look at) the top words. The girl has a little dog. Find the bottom word has. Very good.

the girl has a little dog

has is with

25. (Say) (look at) the top words. Good. Find the picture that goes with the top words. Right. The top words say the dog has a little house.

the dog has a little house

picture of an airplane	picture of a house	picture of a doghouse

Lesson 12

26. (Say) (look at) the top words. The dog can play with the ball. Very good. Find the words that say the ball.

the dog can play with the ball

the ball the dog big

27. (Say) (look at) the top words. Find the missing word. Yes, ball is the missing word. Mary can play with the ball.

Mary can play with the ____

black big ball

28. (Say) (look at) the top words. What can the dog play with? Yes the ball. The top words say the dog can play with the ball.

the dog can play with the ball

ball dog big

29. (Say) (look at) the top words. The girl and dog play. Find the word play.

the girl and dog play

go run play

30. (Say) (look at) the top words. Find the missing word. Yes, dog is the missing word. Mary can play with the dog.

Mary can play with the ____

dog house Billy

31. (Say) (look at) the top words. Find the missing word. Yes, Billy can eat and play. Play is the missing word.

Billy can eat and ____

play dog boy

32. Children can go up. (Say) (look at) children can go up.

children can go up

Lesson 12

33. (Say) (look at) the top words. Find the missing word. Right. Up. Children can go up.

children can go ____

up can go

34. (Say) (look at) the top words. Go up with Billy. Find up.

go up with Billy

with go up

35. Find up.

it big up

36. The airplane is down. (Say) (look at) the airplane is down.

the airplane is down

37. (Say) (look at) the top words. The airplane is down. Find down.

the airplane is down

up down dog

38. (Say) (look at) the top words. Go down with Mary. Find down.

go down with Mary

day dog down

39. Find down.

down Mary dog

40. Find the words that say is down.

is red is up is down

Lesson 12

41. (Say) (look at) the top words. Find the missing word. Good. The top words should say the ball can go up and down.

the ball can go up and ____

down red black

42. (Say) (look at) the top words. Where is the dog? Press the button. Right, in the house. The top words say the dog is in the house.

the dog is in the house

in the house the dog the ball

43. (Say) (look at) the top words. Do the top words say the house is big? Press the button. Yes. Very good.

You worked very carefully. Next time you will need Lesson 13.

Lesson 13

1. The top word says has. (say) (look at) has. Find the word at the bottom that says has. (say) has.

has

is with has

2. The top words say the dog has a house. (You say) (look at) the dog has a house. Good. Find the bottom word has. (say) has.

the dog has a house

dog the has

3. (Say) (look at) the top words. Find the missing word. Yes, has is the missing word. The top words should say the dog has a house.

the dog ____ a house

go has ball

4. Look at the top word. It says saw. (say) (look at) saw. Find the word that is just like the top word. It says saw. (say) saw.

saw

is saw the

5. (Say the top word out loud) (Look at the top word.) Good, saw. Find the word that is just like it. (say) saw.

saw

saw girl boy

6. (Say the top word out loud) (Look at the top word.) Saw. Find the bottom word that says saw.

saw

run dog saw

7. Find the word that says saw. (say) saw.

fast a saw

Lesson 13

8 . The top words say Mary saw Billy. (Say) (look at) Mary saw Billy. Good. Find the bottom word that says saw. (say) saw.

Mary saw Billy

Billy Mary saw

9. The top words say the dog saw the cat. (You say) (look at) the dog saw the cat. Find the bottom word that says saw.

the dog saw the cat

saw has is

10. We saw the children. (say) (look at) we saw the children.

we saw the children

11. (Say) (look at) the top words. We saw the children. Right. Find the words that say we saw.

we saw the children

we go we saw we run

12. The dog saw the cat. (You say) (look at) the dog saw the cat.

the dog saw the cat

13. (Say) (look at) the top words, and find the missing word. Yes, the top words should say the dog saw the cat.

the dog ____ the cat

little can saw

14. (Say) (look at) the top words. (Say) (look at) them. Mary saw the ball. Very good. Find the bottom words that say Mary saw.

Mary saw the ball

we saw Mary saw we can

15. The top words say the cat has a red ball. (Say) (look at) the cat has a red ball. Find the bottom word that says has. (say) has.

the cat has a red ball

can has is

Lesson 13

16. (Say) (look at) the top words. Yes, the top words say the children. Find the bottom words that say the children.

the children

the children   the airplane   the house

17. Find the word that says children. (say) children

airplane   children   run

18. (Say) (look at) the top words. Right. The top words say the children saw a red airplane. Find the bottom word that says saw.

the children saw a red airplane

big   saw   run

19. Look at the top word. It says mother. (say) (look at) mother. Find the word that is just like the top word. It says mother. (say) mother.

mother

children   mother   airplane

20. (Say the top word out loud) (Look at the top word) mother. Good. Find the bottom word that is just like it. (say) mother.

mother

mother   house   play

21. (Say) (look at) the top word. Mother. Find the bottom word that says mother.

mother

Mary   Billy   mother

22. Find the word that says mother.

mother   black   house

Lesson 13

23. The top words say mother is with Billy. (You say) (look at) mother is with Billy. Find the bottom word that says mother.

mother is with Billy

is with mother

24. The top words say mother can go down. (Say) (look at) mother can go down. Find the bottom word that says mother.

mother can go down

go can mother

25. Mother has a ball. (Say) (look at) mother has a ball.

mother has a ball

26. (Say) (look at) the top words. Right. The top words say mother has a ball. Find the bottom words that say mother has. (say) mother has.

mother has a ball

we saw mother has mother is

27. The big boy say mother. (say) (look at) the big boy saw mother.

the big boy saw mother

28. (Now say) (Now look at) the top words. Find the missing word. Right. Very good. Mother is the missing word. The top words should say the big boy saw mother.

the big boy saw ____

funny run mother

29. These words tell who is in the airplane. The top words say mother is in the airplane. (say) (look at) mother is in the airplane.

mother is in the airplane

30. (Say) (look at) the top words. Mother is in the airplane. Right. Who is in the airplane? Press the button. Yes, mother is in the airplane.

mother is in the airplane

in the mother

Lesson 13

31. These words tell who is in the house. The top words say Billy is in the house. (say) (look at) Billy is in the house.

Billy is in the house

32. (Say) (look at) the top words. (Say) (look at) them. Who is in the house? Press the button. Yes, Billy is in the house.

Billy is in the house

the in Billy

33. Now, look at the top word. It says father. (say) (look at) father. Good. Find the word that is just like the top word. It says father. (say) father.

father

house father saw

34. (Say) (look at) the top word. Father. Good. Find the word that is just like it. (say) father.

father

father mother fast

35. (Say) (look at) the top word. Father. Find the bottom word that says father. (say) father.

father

airplane children father

36. Find the word that says father. (say) father.

father down black

37. (Say) (look at) the top words. (say) (look at) them. Right. The top words say father is big. Find the bottom word that says father.

father is big

run in father

Lesson 13

38. (Say) (look at) the top words. Right. The top words say father saw the dog. Find the bottom word that says father.

father saw the dog

dog father the

39. Father can run fast. (say) (look at) father can run fast.

father can run fast

40. (Say) (look at) the top words. Good, father can run fast. Find the bottom words that say father can. (say) father can.

father can run fast

we go we run father can

41. We run with father. (say) (look at) we run with father.

we run with father

42. (say) (look at) the top words. Find the missing word. Yes, the top words should say we run with father. Father is the missing word.

we run with ____

and father big

43. These words tell who can go up. These words say father can go up. (say) (look at) father can go up.

father can go up

44. (Say) (look at) the top words. Good, father can go up. Who can go up? Press the button. Yes, father.

father can go up

go can father

Lesson 13

45. These words tell who is funny. The words say the girl is funny. (say) (look at) the girl is funny.

the girl is funny

46. (Say) (look at) the top words. Right. The top words say the girl is funny. Who is funny? Press the button. Yes, the girl.

the girl is funny

the girl   is   the

You worked very well today. Next time you will need Lesson 14.

Lesson 14

1. The top word says sleep. (say) (look at) sleep. Find the bottom word that says sleep. (say) sleep.

sleep

fast play sleep

2. (Say) (look at) the top words. Good. We sleep in a house. Find the bottom word sleep. (say) sleep

we sleep in a house

sleep house we

3. (Say) (look at) the top words. We can ____. Find the missing word. Yes, sleep is the missing word. The top words should say we can sleep.

we can ___

can sleep big

4. Children run. (say) (look at) children run.

children run

5. (say) (look at) the top word. Find the missing word. Yes, the top words should say children run.

children ___

run airplane ball

6. We go. (say) (look at) we go.

we go

7. (Say) (look at) the top word. Find the missing word. Good. The top words should say we go.

we ___

airplane go ball

8. The ball is red. (say) (look at) the ball is red.

the ball is red

Lesson 14

9. (Say) (look at) the top words. Find the missing word. Yes, the top words should say the ball is red. Red is the missing word.

the ball is ____

red run go

10. The airplane is down. (Say) (look at) the airplane is down.

the airplane is down

11. (Say) (look at) the top words and find the missing word. Yes, the top words should say the airplane is down.

the airplane is ____

down run Billy

12. Father is big. (say) (look at) father is big.

father is big

13. (Say) (look at) the top words and find the missing word. Big is the missing word. Yes, father is big.

father is ____

airplane big yes

14. The cat can play. (say) (look at) the cat can play.

the cat can play

15. (Say) (look at) the top words. Find the missing word. Yes, the cat can play.

the cat can ____

play boy and

16. Mary runs fast. (say) (look at) Mary runs fast.

Mary runs fast

Lesson 14

17. (Say) (look at) the top words. Find the missing word. Right. Fast is the missing word. Yes, Mary runs fast.

Mary runs ____

fast dog boy

18. The words say we go up. (say) (look at) we go up.

we go up

19. (Say) (look at) the top words. Find the missing word. Yes, up is the missing word. We go up.

we go ____

up a is

20. The airplane is big. (say) (look at) the airplane is big.

the airplane is big

21. (say) (look at) the top words. Find the missing word. Right, big is the missing word.

the airplane is ____

big children house

22. The dog is big. (say) (look at) the dog is big.

the dog is big

23. (Say) (look at) the top words. Find the missing word. Good.

the dog is ____

big airplane house

24. Father is funny. (say) (look at) father is funny.

father is funny

Lesson 14

25. (Say) (look at) the word. Find the picture that goes with the word. Right, father.

father

picture of girl	picture of mother	picture of father

26. (Say) (look at) the top words. Press the button. Father is funny, right. Who is funny. Yes father.

father is funny

mother father funny

27. (Say) (look at) the top words. (Say) (look at) them. Find the picture that goes with the words. Yes, a funny father.

a funny father

picture of funny father	picture of funny dog	picture of girl

28. (Say) (look at) the top words. (Say) (look at) them. Find the picture that goes with the words. Good. Mother is with father.

mother is with father

picture of girl with rabbit	picture of mother with father	picture of mother

29. The top words tell what color the ball is. What color is the ball? Press the button.

the ball is black

black is the

30. The top words tell what color the airplane is. What color is the airplane? Right, red.

the airplane is red

red black run

Lesson 14

31. (Say) (look at) the top words. (Say) (look at) them. Do the words say the ball is little? Press the button. No, the words say the ball is red.

the ball is red

yes no children

32. (Say) (look at) the top words. Do the top words say children can sleep. Press the button. Yes, the top words say the children can sleep.

the children can sleep

yes no airplane

33. (Say) (look at) the top words. Mary saw the red ball. Find the bottom word that says saw.

Mary saw the red ball

has saw with

34. The boy can eat. (You say) (look at) the boy can eat.

the boy can eat

35. (Say) (look at) the top words. The boy can eat. Right. Find the bottom word that tells what the boy can do. Yes, eat, the boy can eat.

the boy can eat

eat can the

36. The words tell what Billy saw. The words say Billy saw the cat. (Say) Billy saw the cat.

Billy saw the cat

37. (Say) (look at) the top words. (Say) (look at) them. What did Billy see? Press the button. The cat. Yes, Billy saw the cat.

Billy saw the cat

the house the cat big

Lesson 14

38. The boy has a ball. (Say) (look at) the boy has a ball.

the boy has a ball

39. (Say) (look at) the top words. The boy has a ball. Right. What did the boy have? Yes, a ball, the boy has a ball.

the boy has a ball

a ball a dog a boy

40. (Say) (look at) the top words. Find the missing word. Very good. Billy has a big ____ and you said ball.

Billy has a big ____

ball sleep red

41. With mother. (say) (look at) with mother.

with mother

42. (Say) (look at) the top words. With mother. Right. Find the bottom words that say with mother. (say) (look at) with mother.

with mother

with Billy with mother we

43. Find the missing words.

Billy is ____ ____

with mother the children a dog

44. Find the word with. (say) (look at) with.

fast and with

45. Go in the house. (say) (look at) go in the house.

46. (Say) (look at) the top words. Find the missing words. Very good.

go in ____ ____

the house run fast red dog

Lesson 14

47. Find the word in. (say) (look at) in.

a in run

48. Father saw the dog. (say) (look at) father saw the dog,

father saw the dog

49. (Say) (look at) the top words. Father saw ____ ____. Find the missing words. Yes, father saw the dog. the dog.

father saw ____ ____

the dog a big little joe

50. (Say) (look at) the top words. What color is the cat? Press the button.

the cat is black

black red go

51. (Say) (look at) the top words. (Say) (look at) them. Is the cat down?

the cat is up

yes no somewhere

52. Now (say) (look at) the top words. Is the cat little?

the cat is little

yes we some

53. Now (say) (look at) the top words. What is big? The dog.

the dog is big

the cat the dog the boy

54. What do you do when you have toys? Right, play.

play eat sleep

Lesson 14

55. What color are fire engines? Good, red. Fire engines are red.

black red eat

Very good. Next time you will need Lesson 15.

Lesson 15 Let's see how well you can do today.

1. The cat is down. (say) (look at) the cat is down.

the cat is down

2. (Say) (look at) the top words. Find the missing words. Yes, is down, The cat is down.

the cat ____ ____

is down little yes

3. The cat can run. (say) (look at) the cat can run.

the cat can run

4. (Say) (look at) the top words. The cat can run. Good. Find the bottom words that tell what can run. Good, the cat, the cat can run.

the cat can run

the ball the cat the house

5. (Say) (look at) the top words. The cat can. Find the missing word. Yes, run is the missing word. The cat can run.

the cat can ____

with run red

6. Find the word run. (say) (look at) run.

red dog run

7. The cat is black. (say) (look at) the cat is black.

the cat is black

8. (Say) (look at) the top words. Find the missing word. Yes, black, the cat is black.

the cat is ____

black go house

Lesson 15

9. The girl runs fast. (Say) (look at) the girl runs fast.

the girl runs fast

10. (Say) (look at) the top words. Find the bottom word that tells how the girl runs. Right. How does the girl run? (say) fast.

the girl runs fast

funny fast big

11. Find the word that tells how we run. Right, fast. We run fast.

cat fast red

12. Billy is with Mary. (You say) (look at) Billy is with Mary.

Billy is with Mary

13. (Say) (look at) the top words. Find the missing word. Yes, Mary is the missing word. Billy is with Mary.

Billy is with ___

Mary we funny

14. Find the word that is the name of a girl.

children airplane Mary

15. Mother saw father. (You say) (look at) mother saw father.

mother saw father

16. (Say) (look at) the top words. Find the missing word.

mother saw ___

sleep father black

17. Find the word father.

Mary fast father

Lesson 15

18. The children saw mother. (say) (look at) the children saw mother.

the children saw mother

19. (Say) (look at) the top words. Who did the children see? Press the button.

the children saw mother

airplane house mother

20. (Say) (look at) the top words. We can go.

we can go

21. (Say) (look at) the top words. Do the top words say we can sleep? No.

we can go

no yes in

22. Find the word house. (say) (look at) house.

is house yes

23. (Say) (look at) the top words. The airplane is up. Right. Which bottom words say the airplane?

the airplane is up

the house the ball the airplane

24. The ball is up. (Say) (look at) the ball is up.

the ball is up

25. (Say) (look at) the top words. Find the missing word.

the ball is ____

airplane up house

26. Find the word up.

up in eat

Lesson 15

27. Mary is a girl. (say) (look at) Mary is a girl.

Mary is a girl

28. (Say) (look at) the top words. What is Mary? Press the button.

Mary is a girl

a dog　　a boy　　a girl

29. (Say) (look at) the top words. Do the top words say Mary is funny? Press the button.

Mary is a girl

yes　　no　　on

30. Find the word girl.

the　　girl　　boy

31. The boy is little. (say) (look at) the boy is little.

the boy is little

32. (Say) (look at) the top words. Find the missing word that tells if the boy is big or little. Right, little is the missing word.

the boy is ____

funny　　up　　little

33. (Say) (look at) the top words. Find the missing word.

the boy is ____

little　　with　　saw

34. Which word says little? (say) (look at) little. Press the button.

father　　little　　big

Lesson 15

35. We sleep. (Say) (look at) we sleep.

we sleep

36. Which words say we sleep?

we sleep   we eat   we go

37. Children sleep. (say) (look at) children sleep

children sleep

38. Find the missing word.

children ____

sleep   black   red

39. We sleep in a house. (say) (look at) we sleep in a house.

we sleep in a house

40. Find the missing word.

we sleep in a ____

house   ball   has

41. Which word says house?

airplane   house   children

42. We eat. (say) (look at) we eat.

we eat

43. Find the words that say we play. (say) (look at) we play.

we play   we eat   we sleep

Lesson 15

44. (Say) (look at) the top words. Find the missing word.

Billy has a ____

black run ball

45. (Say) (look at) the top words. Find the missing word. Yes, Billy has a ball.

Billy ____ a ball

has and girl

46. Find the word has.

has ball red

47. The dog can play. (say) (look at) the dog can play.

the dog can play

48. (Say) (look at) the top words. Find the missing word.

the dog can ____

house down play

Very good. Next time you will need Lesson 16.

Lesson 16

You've been doing such good work. I know you'll work carefully today.

1. (Say) (look at) the top words. (Say) (look at) them. What color is the ball? Press the button. Yes, red. The ball is red.

the ball is red

little red funny

2. (Say) (look at) the top words. What is big? Press the button. Yes, the ball. The ball is big.

the ball is big

the ball the girl the black

3. Find the words that say the ball.

a bag the ball the cat

4. Find the word the.

no to the

5. (Say) (look at) the top words. Who saw Billy? Press the button. Yes, a boy. A boy saw Billy.

a boy saw Billy

father a boy the cat

6. (Say) (look at) the top words. A boy. Find the bottom word that says a.

a boy

boy is a

7. (Say) (look at) the top words. Billy and Mary go. Right. Find the bottom words that say Billy and Mary.

Billy and Mary go

children Billy and Mary we

Lesson 16

8. (Say) (look at) the top words. Find the missing word. Yes, Billy and Mary go.

Billy ____ Mary go

a the and

9. Find the word and.

on all and

10. (Say) (look at) the top words. (Say) (look at) them. Do the top words say Billy can eat? Press the button.

Billy can go

no yes Billy

11. (Say) (look at) the top words. The cat is funny. Right. Find the bottom word that says funny.

the cat is funny

little funny black

12. Find the word funny.

funny black red

13. (Say) (look at) the top words. Right, Billy is a boy.

Billy is a boy

14. (Say) (look at) the top words. Find the missing word. Yes, is. Billy is a boy.

Billy ____ a boy

girl fun is

15. Find the word is.

and it is

Lesson 16

16. The children run in the house. (Say) (look at) the children run in the house.

the children run in the house

17. (Say) (look at) the top words. Who runs in the house? Press the button. Yes, the children. The children run in the house.

the children run in the house

the children   the boy   the girl

18. Who goes to school? Press the button. Yes, children, children go to school.

dog   house   children

19. (Say) (look at) the top words. Where do we eat? Press the button. Yes, we eat in the house.

we eat in the house

in the house   a airplane   in

20. (Say) (look at) the top words. In the house. Right. Find the bottom word in.

in the house

the   is   in

21. What do we do when we're hungry? Press the button. What do we do when we are hungry? Right, we eat.

we sleep   we run   we eat

22. (Say) (look at) the top words. The dog runs fast. (Say) (look at) the dog runs fast.

the dog runs fast

23. (Say) (look at) the top words. How does the dog run? Not slow. Press the button. Yes, the dog runs fast. Fast.

the dog runs fast

fast   runs   dog

Lesson 16

24. (Say) (look at) the top words. Find the picture that goes with the words. Good. The words say the girl and the dog play.

the girl and the dog play

picture of girl and dog playing	picture of a boy playing	picture of a girl playing

25. (Say) (look at) the top words. Yes. Play with Billy. Find the bottom word that says with.

play with Billy

Billy   play   with

26. (Say) (look at) the top words. Find the missing word. Yes, the top words should say play with Billy.

play ____ Billy

and   with   go

27. Find the word with.

we   said   with

28. (Say) (look at) the top words. Do the top words say mother saw the cat? Press the button.

father saw the cat

yes   nc   the

29. Find the word saw.

saw   and   has

31. (Say) (look at) the top words. Find the missing word. Father ____ the dog. Yes, the top words should say father saw the dog.

father ____ the dog

saw   sleep   eat

Lesson 16

31. (Say) (look at) the top words. (Say) (look at) them. The cat is up and the dog is down. Find the picture that goes with the top words.

the cat is up and the dog is down

picture of a dog and cat	picture of a cat up and a dog down	picture of a boy and girl

32. (Say) (look at) the top words. We can eat. Find the bottom word can.

we can eat

can run eat

33. Find the word can.

cat can saw

34. (Say) (look at) the top words. Who is funny? Press the button. Yes, mother is funny.

mother is funny

father mother is

35. (Say) (look at) the top words. What is big? Press the button. Yes, ball, the ball is big.

the ball is big

big is ball

36. (Say) (look at) the top words. Find the missing word. You are right. The children play.

the children ____

airplane play dog

37. (Say) (look at) the top words. What color is the house? Press the button. Right, the house is red (and you said) red.

the house is red

red black house

Lesson 16

38. (Say) (look at) the top words. What do the top words say we do in the house? Press the button. We sleep. The top words say we sleep in the house.

we sleep in the house

we sleep   we eat   we go

39. (Say) (look at) the top words. What color is the airplane? Press the button. Yes, black. The airplane is black.

the airplane is black

red   yes   black

40. (Say) (look at) the top words. Do the top words say the dog and the boy eat? Press the button.

the dog and the boy run

yes   no   dog

41. (Say) (look at) the top words. Find the missing word. Yes, the top words should say father is funny. Good.

father is ____

mother   funny   children

42. (Say) (look at) the top words. Who can go in the house? Press the button. You are right. The top words say mother. Mother can go in the house.

mother can go in the house

mother   father   Billy

You have done a fine job! What a good reader you are!